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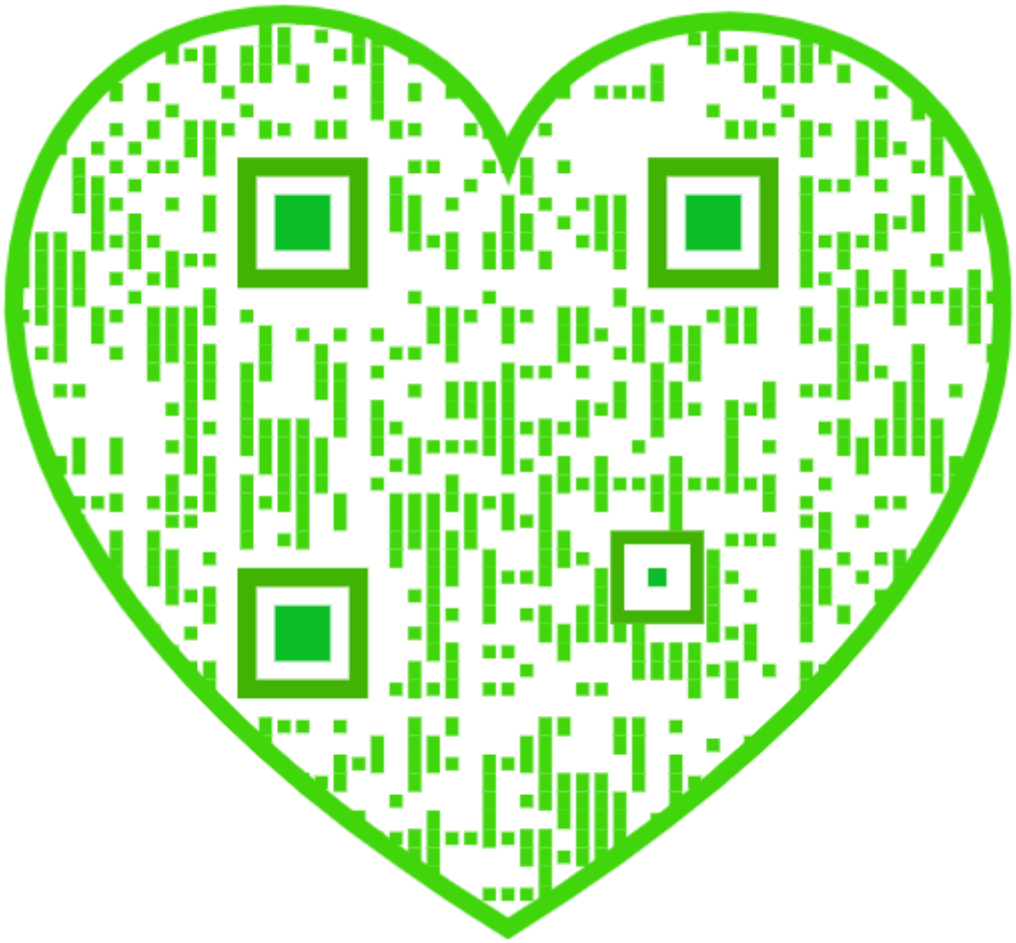
THE FIRST SCHOOL YEAR

ANNA B. THOMAS



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"CAN'T YOU TALK"

HOLMES

THE
FIRST SCHOOL YEAR

A COURSE OF STUDY WITH SELECTION OF LESSON MATERIAL, ARRANGED BY MONTHS, AND CORRELATED

FOR USE IN THE FIRST SCHOOL YEAR

BY

ANNA B. THOMAS

TRAINING TEACHER FOR FIRST GRADE, CALIFORNIA, PA. STATE NORMAL SCHOOL

THEO. B. NOSS, General Editor of the Series

CHICAGO

A. FLANAGAN COMPANY

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PREFACE BY THE GENERAL EDITOR.

The authors of this series of books for the various school years realize fully the difficulty of the task undertaken. In our own training school we have felt the need of a course of study, worked out for the successive school months, and put in print, so that each student teacher might have in convenient form the general plan of the work to be done in any grade of the school. The proper use of the books does not lead to dull uniformity; but, on the other hand, the general scheme of the work being definitely and consistently arranged, the mind of the teacher is left the more free to study variety and introduce new material. The use of the books is designed to encourage rather than discourage originality in the teacher, to suggest the collecting, day by day, of new material, and to provide a definite place for all that is collected.

It is believed that the sequence of subject-matter in each branch is approximately correct, and that the general scheme for the correlation of the various subjects is natural and helpful. The individuality of the teacher has ample scope to display itself, in making such additions and omissions as may seem desirable.

The work of the General Editor has consisted chiefly in proposing the general plan for the books, and in getting them through the press.

Whatever credit attaches to the working out of the subject-matter in each year belongs wholly to the individual authors of the books.

THEO. B. NOSS.

AUTHOR'S PREFACE.

"All beginnings are difficult." No one realizes this more than the teacher of first year children. The aim in the preparation of this book has been to aid primary teachers in the selection and arrangement of lesson material and to offer some suggestions as to method of teaching.

In the choice and arrangement of lesson material for first-year pupils, it is not necessary to separate the various subjects from each other as in later years. The mental life of the child demands that no sharp lines between subjects should be drawn.

Because of the child's physical surroundings and his love for living things, Nature Study has here been largely used as a basis of the course and other subjects have been correlated with it.

The principle of correlation has not been forced. The child's surroundings in nature form an important and interesting part of his daily life, and hence should often have a controlling influence in the choice of lesson materials.

It is not absolutely necessary that one subject rather than another should be thus used as a basis, but it is important that the different subjects be properly and helpfully related to each other in instruction.

History becomes at certain times in the year the

leading subject. For example, "The Pilgrim Work" takes the children by story and song and illustration into other countries, bringing them into close relationship with the people and their customs.

Advantage is taken of days that are of special importance, as Thanksgiving, Christmas, the birthdays of Washington, Lincoln and other noted men, these for the time becoming the center of thought.

Many stories and poems related to the Nature Les- are given. The books from which these selections have been made are named in the outlines of the different subjects.

A. B. T.

	I. NATURE STUDY	II. LITERATURE AND HISTORY	
SEPTEMBER	Fruits—Special study of the apple Leaves—Special study of maple, oak and horsechestnut leaves Flowers — Special study of the goldenrod	1 The Sleeping Apple 2 The Little Maple Leaves 3 The Anxious Leaf 4 Little Goldenrod 5 The Origin of the Goldenrod and Aster Miscellaneous Stories Animal Stories	MEMORY POEMS 1 Lady Golden Rod 2 How the Leaves Came Down 3 Sunny Golden Rod
OCTOBER	Seeds { Planting, Gathering, Use, Distribution Special study of Indian corn	1 Seedlings on the Wing 2 The Little Brown Seed 3 The Planting of the Corn Field 4 Poem—Only a Little Seed Animal Stories	Indian Corn in Early History Cultivation by the Indians Story of Mondamin
NOVEMBER	Preparation for Winter 1 Nature's preparation 2 Man's preparation 3 Animals' preparation Special Study: The Migration of Birds	1 The Crane Express 2 The Fantail Pigeon 3 Jack and Jenny Sparrow 4 The Sandpipers 5 Pearl and Her Pigeons 6 How Patty Gave Thanks Animal Stories	The Coming of the Pilgrims. Voyage. Landing. Winter. The First Thanksgiving. Their Relation to the Indians. Samoset. Squanto. A National Holiday
DECEMBER	Animal study — Sheep, Camel, Donkey Modes of Traveling Teach in simple way the surroundings of the Christ Child Mountain, Valley, Desert	The Legend of St. Christopher. The Fir Tree. The Christmas Observations in England, Germany, France, Holland, Norway, etc. Poems—Piccola; O Little Town of Bethlehem! Why Do Bells for Christmas Ring? etc.	The Christ Child. The Journey to Bethlehem. The Shepherds. The Wise Men (see Ben Hur). The Story of the Egyptian. The Story of the Hindoo. The Story of the Greek. Christmas in the Barn
JANUARY	THE NEW YEAR 1 Divisions: Seasons, Months, Weeks, Days, Hours, Minutes. 2 Measurement of Time: Illustrate, using Clock, Calendar, Hour-glass, etc. 3 Daily observation of ground, trees, river, etc. 4 Eskimo animals: Seal, Bear, Walrus, Dog, Whale	1 The Fairy's New Year's Gift 2 An All-the-Year-Round Story 3 The Discontented Clock 4 How People Used to Tell Time 5 The Unhappy Pine 6 The Story of Agoonack 7 Selected Stories from Little Children of the Cold 8 The White Seal	MEMORY POEMS 1 Old Time's Watchers 2 What Is the New Year For? 3 The Pine Tree's Secret 4 Pine Needles The Eskimo and His Country Country — Appearance, Climate, Vegetation, Seasons, Day and Night Eskimo — Appearance, Home, Food, Travel, Hunting, Games, Skill

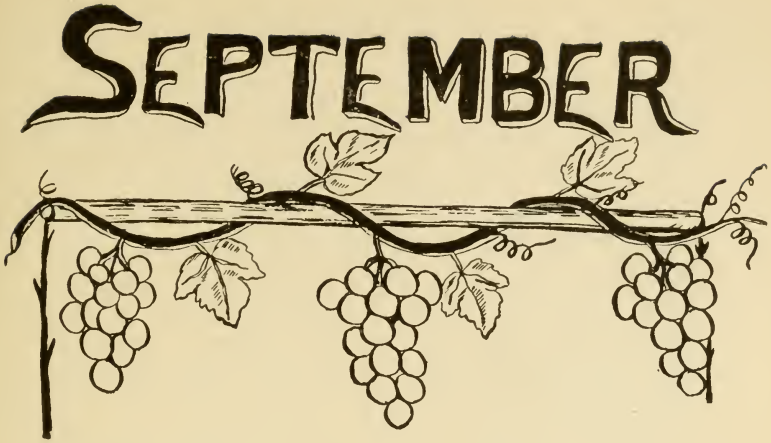
YEAR WORK.

III. NUMBER	IV. LANGUAGE	V. THE ARTS
Concrete exercises, based on parts of flower, foot ruler, calendar, etc. 1 The Four Steps. 2 One-half of 2, 3, etc. 3 Lines one inch, two, three, etc. 4 A triangle one inch on each side. 5 Science problems growing out of Nature lessons. 6 Number of pints in quart	1 Oral expression. Word Drill. 2 Short sentences from Nature work 3 Printed lessons embodying the thought of the child 4 Chart lessons	**Music**—Scale and interval work. Songs growing out of nature lessons. **Pictures**—Fruits, flowers. Drawing and modeling the apple. Leaves for special study drawn and mounted
1 The Four Steps. 2 One-half of 4, of 6, etc., ¼ of 4. 3 A rectangle one inch on each side. 4 Compare with triangle. 5 Science problems growing out of seed work. 6 Measurement. 7 Problems in Nature work	1 Short stories reproduced by children. Printed lesson 2 The sentence 3 Capitalization and Punctuation 4 Phonic work. Chart	**Music**—Chart work. The staff, lines, spaces. Nature songs **Drawing**—Drawing, mounting and painting of seeds
1 The Four Steps. 2 One-half of 5, one-fifth of 5. 3 The Pentagon. 4 Lines — horizontal, vertical, oblique. 5 Problems related to Nature work. 6 November calendar	Continue word and sentence work Printed lesson from literature given in the child's language Writing of easy words from dictation. Chart	**Music**—Chart and intervals. 1 Songs—Where the Birds Go. 2 Chilly Little Chickadees. 3 Thanksgiving Songs. 4 Father, We Thank Thee. 5 Eight White Sheep. **Pictures**—Animals, Fruits. Embarking of Pilgrims
1 The Four Steps. 2 One-half of 6, one-third of 6. 3 The Hexagon. 4 Compare new figure with pentagon. 5 Use of toy money—lessons in buying and selling. Nature problems. Rectangle work	See former months. Printed lessons in the child's language. 1 Story of the Christ Child. 2 The Wise Men. 3 The Shepherds. Short lessons from chart and board. Sentence forms	**Music** — Interval work. Songs, Eight White Sheep; Christmas Songs. **Pictures**—1 Madonnas. 2 Shepherds and Sheep. 3 The Nativity. **Drawing**—Simple lesson growing out of work Star, Tent, Manger, Tree, etc.
1 The Four Steps. 2 Teach objectively ½ of 7, 1/7 of 7. 3 Lines 7 inches long, feet. 4 Seven days in one week. 5 Many problems relating to time. 6 Liquid and Dry Measure. January calendars made by pupils	See former months 1 Reproduction 2 Sentence building 3 Printed lessons from Nature work and Literature 4 Words from dictation 5 A First Reader or Primer 6 Oral and written spelling. 7 Use of capital letters in the sentence, proper names, places, etc. 8 Printed lessons from Eskimo and animal study	**Music**—1 Chart and Interval work. 2 Songs—The Clock Song. The Little New Year. Tiny Little Snow Flakes. Good Morning. New Day. The Pendulum. **Drawing**—Clock, Candle, Moon, Sled, Igloo, etc Pictures of Animals, Pictures from Eskimo Life. Modeling Clay Cubes for building house, Sewing, Reindeer, Seal, Bear, Dog

	I. NATURE STUDY	II. LITERATURE AND HISTORY	
FEBRUARY	Daily Observations Animal Study Horse Dog	Stories. **Washington.** 1 The Planting of the Seeds. 2 The Cherry Tree. 3 The First Flag. 4 Story of the Colt **Lincoln.** 1 His early home. 2 Struggle for Education. 3 The Story of the Pig. 4 Story of Jamie. 5 Poems	**Washington**—Stories relating to his life as a boy, man, soldier and statesman **Lincoln**—Stories relating to boyhood, manhood. His life as a boy, man, soldier, statesman
MARCH	APPEARANCE OF SPRING Twigs and Buds Special study of Lilac, Horse-Chestnut, Pussy Willow, Maple, as to size, color, covering, shape, position and development of buds. AIR, WIND, SUN Air—Pure, impure Properties of Air Wind—Use, Power, Direction Sun—Position, Size Day and Night	1 Lessons in Reading from "All the Year Round" 2 Pussy Willow's Hood 3 Pussy Willow—**Child's World** 4 The Maple Tree's Surprise 5 The Kind Old Oak—**C.'s W.** 6 The Sun and the Wind 7 How the West Wind Helped Dandelion 8 Spring and Her Helpers 9 The North Wind at Play 10 The Four Winds in Hiawatha	1 Value of the Willow 2 Preparation for weaving. Its use in making baskets, chairs, etc. 3 Fairy Pussies 4 The Meeting of the Winds—**Child's World** 5 Ulysses and the Bag of Winds 6 What the Winds Bring—**Steadman** 7 Hermes
APRIL	1 Daily observation of the changes in Nature. The appearance of Spring flowers and return of birds 2 Germination. From the dry seed to the plant 3 Study of Domestic Birds. Chicken and Duck for special study	1 Only a Little Seed 2 How the Beans Came Up 3 How the Thistle Helped 4 The Straw, the Coal of Fire and the Bean 5 The Pea Blossom—**McMurry** 6 The Farmer and the Birds—**Child's World**	7 The Lost Chicken—**Child's World** 8 The Story of "Speckle" 9 The Street Musicians 10 The Ugly Duckling 11 The Little Red Hen
MAY	Daily observations of Nature Length of Day—Heat, Power of Sun Rapid growth of plants Special study of— 1 Frog and Toad from the egg to the tadpole, etc. 2 Birds in General. Special—The Bluebird and the Robin 3 Nests of different birds. How constructed	1 Mr. Rana's Dinner—**Shy Neighbors** 2 Our Rain Frogs 3 The Frog's Eggs 4 The Scarecrow 5 The Nest of Many Colors 6 How the Robin Got Its Red Breast The Story of Tiptop	7 The Broken Wing 8 Origin of the Woodpecker 9 Little Yellow Wing 10 Mr. and Mrs. Robin 11 Who Stole the Bird's Nest? 12 The Emperor's Bird's Nest Mr. and Mrs. Bluebird

YEAR WORK.

III. NUMBER	IV. LANGUAGE	V. THE ARTS
1 The Four Steps. 2 Much objective number work related to Science and Literature. 3 The octagon. 4 Rectangles 8x1, 4x2. 5 Half and fourth of 8. 6 Measure, one gal.—8 pints	Continue former work 1 Oral reproduction of stories 2 Short written reproductions 3 Committing of short poems 4 Daily reading and phonic drills	Portraits of Characters. Animal pictures. Easy drawing of house, tree, hatchet, hat, sword, boat, etc. National hymns and songs Work in national colors
1 Combinations and separations. 2 The rectangles 3x3 and 9x1. 3 Problems growing out of Nature work. 4 Much outdoor measurement 5 Practical lessons in buying and selling 6 Measures; pints, quarts 7 Thinking problems 8 Square inch, foot, yard	1 Continue Reading from book and board 2 Give printed leaflets using the child's oral expression 3 Children write correctly short stories 4 Daily phonic drills 5 Short poems for memorizing 6 Dictation and copying	1 Painting, drawing, mounting and modeling twigs, buds and leaves 2 Pictures, Spring scenes 3 **Nature Songs**— 1 Which Way Does the Wind Come? 2 Jesus Bids Us Shine. 3 God Is There. 4 Weather Song. 5 See Millions of Bright Raindrops. 6 Little Jack Frost
1 The Four Steps 2 Money values. The dime, dollar, eagle 3 Review of lines. Measure line ten inches, ten feet. Estimate length 4 The rectangles 5x2, 10x1 5 Science problems. Buying and selling problems 6 Ground measurements	See former months Children compose short stories, selecting their own subjects Read frequently from book and leaflets Much review work of words, sentences, etc. Special care in articulation, pronunciation and capitalization	**Music**—Chart and Interval work. Songs—1 What Robin Told. 2 Pretty Little Violet. 3 Oh, You Pussy Willow. 4 Over the Bare Hills. 5 The Song of the Bee. 6 Rainbow Song Painting of the dry seed, the plantlet and leaf Illustration of stories
A Review of the Year's Work Much outdoor work Making of garden beds by measurement in feet and yards Measure and lay out rectangles from directions given by teacher	Supplementary reading books Review of the year's vocabulary Frequent tests in pronunciation, writing, spelling and reproduction Printed leaflets from Nature work adapted to children	Complete Music Chart to "One Sharp." 1 All the Birds Have Come Again. 2 The Bluebird Song. 3 Two Robin Redbreasts. 4 A Little Woodpecker. 5 Fly Little Birds Clay modeling of eggs Drawing and coloring Stories illustrated by teachers and children Pictures adapted to story



I. NATURE STUDY.

There is no other time in the year when Nature stretches out her hand so invitingly as in the month of September. Green woods, brilliant flowers, fruit-laden trees, birds and butterflies all around extend greeting and seem to say, "This is the crowning season of the year." Children revel in their surroundings. They carry to the schoolroom fruits, flowers, and whatever they are most interested in, the things in which their interests have been most awakened. The children of the first year wish to tell you of the red apples, yellow pears, and rosy-cheeked peaches that grow on their trees, of the blue grapes on the vine, the bird's nest in the cherry-tree, and the flowers in garden and field. It is therefore most natural to plan the work according to the season of the year, taking the child's environment as a guide, building upon what he already knows, and leading him on new voyages of discovery.

More material is suggested than can be used by any single class or grade. Primary rooms often consist of two or even three grades. The thought is to give variety in material, and much latitude in the use of it.

The presentation of the material must always be adapted to the needs of the class. Brighten your lessons by bringing into your work beautiful and suggestive pictures, stories to illustrate subject-matter, blackboard illustrations to interest and hold the attention; and above all, be interested yourself in whatever you present to little children.

It was Froebel who said that the ideas introduced from month to month should bear essential relations to the life of the child and to each other, and that the child should see more and more fully his own nature and that of the world.

Fruits, Flowers, Leaves.

FRUITS.

1. Naming of familiar fruits.
2. Collection of many varieties.
3. Shape, color, parts, use, taste.
4. Compare the apple with pear, quince, peach, etc.
5. Recall the blossom and trace the growth of the apple.
6. Recall the early fruits (*e. g.*, cherry).
7. Name fruits which we buy but do not find growing in our climate. Banana, orange, lemon, etc.
8. Talk of the trees on which our common fruits

grow; use pictures and illustrations of the trees from which we get our imported fruits. In our schools are found children from other countries than our own, and we remember the pleasure with which the little Italian girl carried in her offering of fruit, saying, "This is from my country," and what an opportunity it was to get near to the little stranger.

She told of the blue sky, the water, the fruits, and many other things, and thus the class formed mental pictures of other lands and understood to some degree our dependence upon the products of other countries.

9. Make a special study of the apple and apple-tree.

Outline.

1. Collect different varieties.
2. Compare form, size, color, taste.
3. Teach the parts of the apple—stem, dimple, skin, pulp, seeds, core.
4. Teach the use of each part.
5. The food value of the apple.
6. Summer and winter apples.
7. The gathering of the fruit.
8. Preparation for winter use.
9. The planting and growing of an apple-tree.
10. The story of Apple Seed Johnny.

    May be illustrated or dramatized.

11. Story.

    The Sleeping Apple. Children suggest illustrations.

12. Draw apples, large and small.
13. Model in clay.
14. Class visit apple orchard.
    1. General shape of tree.
    2. Size as compared with other fruit trees.
    3. Study of apple-leaf.
    4. Compare with leaves of other fruit trees.
    5. Draw and color leaf.
    6. Teach recognition of such words as:

apple	core,	red,	leaf,
stem,	seeds,	yellow,	leaves.
skin,	fruit,	round,	
pulp,	green,	tree,	

FLOWERS.

Conversation Lessons:

1. Lead children to recall spring flowers.
2. Then summer flowers.
3. Have collection of September flowers.
4. Talk of the uses of flowers.
5. Observe form, size, color, habits, fragrance, beauty, etc.
6. Encourage children to bring them into the schoolroom and have them tell what they know of their habits, where they grow, what makes them grow, which they prefer, why? Do they have flower gardens? Which grow on bushes? Which grow from seeds? Do any grow on vines? Show me a red flower; a yellow flower. Do you know a blue flower? A white one? Which flowers grow in the

garden? Which in the fields? Where are the spring flowers now?

These questions are suggestive of many others that should be asked in the conversation lessons. The important thing now is freedom of expression, and the ability to question well means much to the children of this grade.

7. Special Study of the Golden Rod:
   1. *Habits.* Found on the roadside, field and woods; blooms late in summer; has many roots.
   2. *Stem.* Erect—stout—hairy—two to six feet high, and branching near the top.
   3. *Leaves.* Alternate, lance-shaped, toothed and pointed.
   4. *Flowers.* Yellow—many small heads—clusters along branches and spreading at the top. Bring the whole plant to the class for observation and study.

LEAVES.

Conversation Lessons:

1. Have many specimens of familiar leaves, as the maple, oak, horse-chestnut, apple, etc.
2. Compare familiar leaves, showing resemblances and differences.
3. Teach the following parts: Blade, stem or petiole, covering, pulp, stipules.
4. The shapes of a few well-known leaves.
5. By illustration and observation show venation. Compare with the body.

6. Compare the margins of leaves of different kinds. Compare a smooth edge with one which is saw-toothed.
7. Arrangement of leaves on the stems: 1. Opposite. 2. Alternate. 3. Whorled.
8. Uses of leaves: 1. To the plant. 2. To man. 3. To animals.
9. Autumnal changes. What ones change their color? Why? Which do not? Use of leaves after falling.

It should be understood that in the primary grades only prominent or attractive features are to be emphasized, the chief object being to awaken an interest in nature and encourage a spirit of investigation.

The School Garden.

The school garden is an interesting part of the primary department. Under the direction of Dr. Herman T. Lukens the entire garden is laid out to represent the map of the United States, and the State of California was assigned to the first grade.

September Garden Work.

Throughout the vacation months, the children owning plots, for which they paid a small rental, kept their beds in as good condition as possible. In some instances they were assisted by their older brothers and sisters or their parents. In September the vegetables, such as onions and beets, were gathered, the weeds pulled and destroyed.

SCHOOL GARDEN, SEPTEMBER.

Nasturtiums, geraniums and some autumn flowers were at their best, and the event of the month was our "Flower Day," when the choicest were gathered and brought into the schoolroom.

Home gardening also had been encouraged by the school and the Civic Club. Seeds were procured and distributed among the children, some free and others at a small cost. The children were assisted in the preparation of the soil, the planting, and the care-taking of their gardens.

II. LITERATURE AND HISTORY.

The work in Literature and History has its relation to the nature topics. It is given in story form, either in connection with the nature lessons or in separate lessons.

Whether literature or history, it is merely "the *story*" to the children.

Someone says that the nature lesson does for the primary school what the gifts and occupations do for the kindergarten, and the literature and history answer to the plays and games.

We can not separate the literature from the history. Emerson says, "Literature is best history." In the conspectus an attempt has been made to place the literature chiefly in one column and the history in another, yet the history tells its story in poem and in song.

Stories.

1. "The Sleeping Apple," Child's World.
2. "The Origin of the Golden Rod and Aster," Miss Cook's Myths.
3. "The Little Maple Leaves," Cat Tails.
4. "The Anxious Leaf," Beecher's Norwood.

5. "Maple Trees," American Primary Teacher, September, 1896.
6. "The Little Maple Tree," *Ib.*, May, 1897.
7. "Little Golden Rod," Cat Tails.
8. "What the Oak Said," Stories from Garden and Field.
9. "Falling Leaves," *Ib.*
10. "The Old Oak Tree," *Ib.*
11. "The Autumn Leaves," All the Year Round.
12. "Autumn Leaves," Nature Stories, Florence Bass.
13. "Stories of Philemon and Baucis," Cook.
14. Animal Stories.

STORY WORK.

The teacher who can tell a story well need never despair on the rainy days or under any other unusual conditions. The story carries with it rest, recreation, pleasure, and is a means of bringing a tired and listless company of children back to a happy and normal condition. Stories are the "lights along the way" in the lives of little children and the avenues through which the teacher comes in closest contact with child life.

The following story, "The Man and the Lion," has been arranged from a memory picture. It is easily reproduced and dramatized by children in the first grade.

The Man and the Lion.

Once upon a time a man was far away from his home. He lived in a country where there were many wild beasts, the lion being the one most feared. In order to reach his home he was compelled to pass through a thick jungle, the hiding place of the lion.

The man thought of his wife and children who were waiting for him at home; he loved them dearly, and longed to see them once more.

The man carried a cane in his hand, which was his only protection; he started for his home early in the morning, hoping to reach it by night-time.

All day long he traveled, and as night was coming on he hastened his steps because it was the time when he was in the greatest danger. Every few minutes he looked behind him, and as he did not see anything he began to think all danger was past and that he would soon be with his dear ones again. When nearly through the jungle and almost home, he looked behind him once more, and what did he see? A great lion creeping slowly along. He could see the fierce, cunning look of the lion; his heart almost stopped beating from fear; his first thought was to run, but he knew the lion could soon overtake him, spring upon his back and make a supper of him.

He said to himself, "Oh, my poor wife and my dear children, what will become of them? They will have no one to care for them and will never know what has become of me."

All this time the lion was coming nearer to the man, and he felt that he must at least try to save his life. He turned suddenly and looked at the lion. To his surprise the lion stopped. Then he walked slowly and the lion did the same. Next he walked fast, and the lion walked fast. The man remembered that soon he would come to a turn in the road, where for a short time he would be out of sight of the lion. His only hope was to play some trick, so as to deceive the beast and perhaps save his own life. As soon as the lion could not see him, he quickly stuck his cane into the ground, near the edge of the hill, put on it his coat and hat, and then hid himself

a short distance away. On came the lion, shaking his mane and striking his sides with his tail, for he was growing more hungry and savage every minute. When he saw what he thought was the man, he crept stealthily along, just as your cat does when after a mouse, until he was quite near; then gave a quick spring, as he supposed, upon the man. The cane gave way and the lion fell over the hill and was killed in the fall.

Then the man came quickly from his hiding-place, picked up his coat, hat and cane, and hurried home to tell his wife and children of his escape from the hungry lion.

Dramatizing the Story.

Children find much pleasure and profit in playing this story. They will select their own material and arrange the acts.

The pointer will be dressed by a boy to represent the traveler. The table is a make-believe hill. The family is always a large one, and to be chosen the lion is a great honor. As the teacher tells the story the children do the acting and an appreciative audience watches their childish interpretations with intense interest.

Other stories, as the Lion and the Mouse, The Street Musicians, The Bear and the Molasses, Jack and the Beanstalk, The Three Bears, Little Red Riding Hood, any many others, may be "acted" in the early days of school life.

The stories should be told again and again until the children are familiar with the whole and are able to give a reproduction. When children know and feel a story the natural thing is to want to play it.

September Poems.

1. "September," Helen H. Jackson.
2. "Lady Golden Rod."
3. "How the Leaves Came Down," Classic Literature, McMurry.
4. "Golden Rod."
5. "The Kitten and the Leaf," Wordsworth.

The following two poems may aid in the selection of memory work:

September.

The golden rod is yellow;
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook;
And asters by the brookside
Make asters in the brook.

From dewy lanes at morning
The grape's sweet odors rise;
At noon the roads all flutter
With yellow butterflies.—H. H.

Tell Me, Sunny Golden Rod.

Tell me, sunny golden rod,
Growing everywhere,
Did fairies come from fairyland,
And weave the dress you wear?

Did you get from mines of gold
  Your bright and sunny hue?
Or did the baby stars some night
  Fall down and cover you?

Are you clad in bright sunshine,
  Caught from summer's day,
To give again in happy smiles
  To all who pass your way?

Lovely are you, golden rod,
  I will try, like you,
To fill each day with deeds of cheer,
  Be loving, kind and true.

This poem is set to music in Primary Education, September, 1898.

In Apple-Tree Town.

Three wise men lived
  In Apple-Tree town,
So wise, each wore
  A big, big frown;

But they couldn't tell whether,
  Ahem! Ahem!
The apple seed points to the
  Flower or stem:
'Tis sad, but true,
That none of them knew—
Do you? Do you? Do you?

Rain.

The rain is raining all around,
  It falls on field and tree;
It falls on the umbrellas here
  And on the ships at sea.

—From "A Child's Garden of Verse." By Permission of Rand, McNally & Co.

One poem for each month has been selected from this little classic. They are ideal verses for children and require no interpretation.

III. NUMBER.

Ideas of number are first given by use of objects.

This work is to be presented so that the children will make all discoveries for themselves; hence it is necessary to have a variety of material for the number lessons. Some teachers prefer to omit number work altogether in the primary grades. If number is taught, it should be by such concrete methods as are here suggested, and in close connection with other subjects having an interesting content. Objects should be used in which the child is most interested; like those named, or flowers, leaves, fruits, insects, etc. The children are first led to see numbers as wholes, as groups of objects; two leaves, three flowers, three horse-chestnuts. All the combinations and separations are then worked out, either by the objects in their hands or by observation of the same in the hands of the teacher.

THE FOUR STEPS.

The four steps are taught at the same time, *e. g.,* show me three leaves; put two on right-hand side of desk; one on the left-hand side. Tell the story. Two leaves and one leaf are three leaves. Hold one flower in the right hand, one in the left and put one on your desk; how many in each place? How many in all? One and one and one are three.

I have how many apples? Three. Now I shall give Bessie one; how many are left? Two. How many did I take away? One. This will serve as an illustration of the first lessons. Following this oral work give the figures and the signs: $+, -, \times, \div, =$, using the terms *and, less, times, divided by,* and *are.*

Colored sticks are helpful in the first-year work.

So many occupation lessons may be given in which the sticks are used, besides their entering into almost every lesson in number. The teaching of lines and measurement is commenced and carried throughout the year. Here the sticks are helpful. It will be necessary to have them exactly one, two, three, or more inches in length. *The Foot Ruler.* Teach the children how to use the foot ruler; to find one, two, three, or more inches, to draw these measures first with, then without, the ruler, always insisting upon neatness and accuracy. Let the children make foot rules and half-foot rules from cardboard, strips of wood, and other material. Teach easy lessons in liquid measure, using the pint and quart, having the pupils do the measuring.

PROBLEMS.

Many little problems must be given. Whenever possible have them related to the nature lessons.

Toy money should be used that the value of the pieces may be readily recognized. Simple business transactions in buying and selling should be arranged.

THE TRIANGLE.

Teach the triangle, first using the colored sticks. Take three sticks. Show how to form the triangle. Talk about lines, sides and corners. Make it with the inch sticks. Count number of inches around. Draw triangle one inch on each side.

SEPTEMBER CALENDAR.

1. Draw rectangle on blackboard.

2. Decorate with colored crayon, say Golden Rod and Aster.
3. Divide into four-inch squares.
4. Teacher or children mark days of the week.
5. Count days frequently—days of week, days of month.

The foregoing is intended to give an idea of what may be done the first month in number work, and will serve as a foundation for the work of the year.

Outline of Number Lessons for September.

1. Combinations and separations.
2. The figures 1, 2, 3, etc.
3. The words one, two, three, etc.
4. The signs $+, -, \times, \div, =$.
5. The drawing of parallel lines both vertical and horizontal, and oblique. At this time they might be called standing lines, lying down lines, and falling lines.
6. The measuring and drawing of one inch, two inches, three inches, etc. Use of foot ruler, etc.
7. The making of the triangle from sticks, cutting from paper and drawing. Frequent lessons in color.
8. Notice lines, sides and corners.
9. Easy lessons in liquid measure, involving pints and quarts.
10. Money lessons involving cents. Also the dollar.
11. September calendar.

IV. LANGUAGE.

The language work of the first year naturally grows out of the Nature work and the Literature. As oral language precedes written language, so the first months of the child's school life should be devoted largely to oral expression.

Children should be allowed and encouraged to express themselves freely and often about the things that are most interesting to them.

All children are interested in a well told story, and naturally wish to reproduce it.

Early in the year, short stories should be told for oral reproduction.

The first efforts will be single sentences.

Connected sentences follow, the children finally becoming able to reproduce a story as a connected whole.

The written language must necessarily be very simple. A foundation for this work will be the recognition and writing of words, such as *see, give, take, bring,* and short expressions as *I see, I have,* using these same words and expressions in the written work.

Short sentences, to be read from the blackboard, growing out of the nature work, as, *See the apple, I see the leaf, See the red apple, I see the green leaf.* The same or similar sentences should be printed for the reading lesson of the class. The language work is a part of every lesson of the day, and every exercise, whether oral or written, should have in it that which will give the child power and accuracy in expression.

Leaf Stories, First Developed, then Printed. Such as,

1. The sugar-maple leaf is yellow.
2. The sugar-maple leaves are green.
3. The maple-leaf has three sharp points.
4. The oak-leaf has seven points.
5. Oak-leaves have seven points.
6. The horse-chestnut has five leaves.
7. They are fastened together on one stem.
8. See the leaves falling.

READING.

Reading, as now taught, includes sense training, voice culture, games and plays, imaginative work, and reasoning. The word method gives a drill on the words. The phonic method gives a key to independent thought, vocal training, and conscious strength in making out new words and the recognition of old ones.

PHONIC WORK.

The phonic work should begin about the second month of the child's school life. From the very first day, however, the teacher has in mind the preparation of the children for this important step. The simplest sounds are given first, as *m, n, s, t, p*, followed by such combinations as *sm, st, sn,* etc., the children at first simply imitating the teacher. She must be able to use lips, and teeth, and tongue, and throat in a clear and distinct manner, and then come to the child's level and show him how to use his organs of speech in producing correctly the desired sounds. For drill work lists of words containing the same sound or combination of sounds are given, as *band, sand, land, ring, sing, bring, string, light, might, right, sight, fight, bright, flight,* etc. In the mechanics of reading, devices are used as a means in bringing about the desired results.

Poems.

Come, little leaves, said the wind one day,
Come o'er the meadows with me and play;
Put on your dresses of red and gold,
For summer has gone and the days grow cold.

Dear Apple, Wake Up.

1. A good little girl sat under a tree,
Calling, "Dear apple, come down to me,"
But the apple slept on, and did not hear,
Though loudly she called, "Come, apple, dear."

2. The little birds flew to the old apple-tree,
And sang, "Dear apple, wake up for me."
The raindrops fell down with a gentle tap, tap;
But did not disturb the apple's nap.

3. At last Mr. Wind came rushing that way,
The child said, "Dear Wind, O help me, I pray."
"O yes, that I will!" and he blew all around,
Till the apple woke up, and jumped to the ground.

V. THE ARTS.

MUSIC.

The value of music, in every grade of the school, is everywhere acknowledged; but in no other department does it play so important a part as in the primary grade.

The song has its place in the morning exercise, the recreation period, and the regular class-work.

"Let us sing," is the request most frequently heard from little children who are taught to love and feel the worth of song.

That these songs make a lasting impression is be-

yond doubt, and it is therefore very important that all selections be chosen with this thought in mind. What effect will this or that selection leave upon the children? Do the songs they sing make them more kind, more thoughtful toward one another?

Is the sentiment of the songs adapted to the child's age and understanding, and will this sentiment influence him for good? Is the music within the compass of his voice, and is he taught to use this precious instrument carefully?

I heard a grown man say, "The songs I learned in my early life have never been forgotten. When hundreds of miles away from home these songs of childhood come back, bringing with them untold happiness."

Make the children happy through music, and keep well in mind that the influence of music pervades not only childhood, but the whole of life.

Suggestive songs for morning exercises:

1. Father, we Thank Thee.
2. Jesus Bids us Shine.
3. Good Morning Song.
4. The Lord is My Shepherd.
5. Bring Them In.
6. Jesus Is the Morning Star.
7. God Is There.
8. Children, Grateful for Meeting.

September Songs:

1. Grasshopper Green.
2. See Millions of Bright Raindrops.
3. The Song of the Bee.
4. The Cobbler.

5. Once There was a Little Kitty.
6. Little Boy Blue.
7. The Little Mice are Creeping.
8. The Family.
9. A Little Woodpecker Am I.

Theory.

1. Teach scale, ascending and descending.
2. Drill often in interval work, beginning thus: 1, 2, 1. 1, 2, 2, 1. 1, 2, 3, 1, etc.
3. Draw the staff, teaching lines, spaces, positions of C, etc.
4. Insist upon soft, sweet tones.

DRAWING.

To draw is the delight of the majority of children. The crude pictures of the child's imagination represent to him an entire story.

He attempts houses and trees and hills as well as locomotives and wonderful ships. Should he not be encouraged and assisted in thus expressing himself?

The Nature Study and the Literature can not be well presented without the aid of illustrations, and from these lessons also the drawing of the children naturally comes.

For the September work select the leaves that have been specially studied and have them drawn. Have children observe carefully the same points as in the teaching lesson.

Draw stems having leaves arranged alternately; also those having the opposite arrangement.

The painting of leaves and twigs in water colors.

For September chart work let there be a collection of green leaves and flowers pressed and mounted, including such as are given for special study.

WRITING.

The writing, as well as the language, is a part of every lesson of the day, and is, therefore, taught in connection with the other subjects. The children should be supplied with lead pencils, without erasers, and pencil paper. Slates may be used, but for many good reasons the paper is preferable.

The forms of letters and words placed upon the blackboard for copying should be several times the size of ordinary writing, and in the early writing lessons children should be encouraged to make the forms large upon the paper.

Children do not see things in the same way, any more than grown people, and especially in regard to size is this noticeable. Therefore we prefer paper without lines and spaces, that they may have more freedom in the written expression.

I heard two men discussing the size of the moon as it appeared to them in the heavens. One said that it looked the size of a wagon wheel, while the other saw it the size of a dinner plate. Written forms on the board appear of different size to different children.

Nothing but good forms should be given to the children, and as the first writing is learned by imitation, so the children by daily repetition of the same forms gradually acquire a uniform size.

The necessity for all teachers using the same letter

forms in the primary grade will be readily seen; therefore, a special system of penmanship should be adopted and closely followed.

Children are generally more interested in writing a word than in writing a single letter.

A child sees or draws a hill; he wants to see the crayon say it; he wishes to write the word and his efforts surprise you. The word "hill" means something to him and is much more interesting than h or i or ll standing alone.

There is a time, however, for the drill work on letters as to form, and width, and height.

Someone says reading, spelling, language, and writing are an organic unity, and it is economy of time to know how to teach all while teaching one of them.

CONSTRUCTIVE WORK.

If you wish the children under your care to be happy, let them "make things." Before entering school little hands have reveled in making clay marbles and mud pies. Do not remove from them these pleasures, but direct their hands now in the way of doing definite work.

The preparation of the clay is very simple. Directions may be found on each brick or package of clay flour.

The teacher has an important part to perform in this and every other lesson. It is her province to direct, to encourage, and to help where necessary; to make the work pleasant and instructive, having in mind a definite aim as to the result. Children must follow the leader with eye and ear.

In September the following objects may be modeled: Sphere, hemisphere, marbles, apple, peach, pear, lemon, orange, etc.

The child's inventive power will soon assert itself, and should be encouraged. He will find stems for his apple. From the hemisphere he will construct a bird's nest and model the eggs for it. He will change the apple to an orange, peach or pear, and ask to model something that is known only to himself. This is an opportunity for the teacher to know better the child.

Cutting.

Circles, eggs, apples, etc.

Children early learn to draw around the tablets, making for themselves many of the forms.

Folding.

Take the four-inch square.

1. Name the color.
2. Count the sides.
3. Count the corners.
4. Name the corners.
5. Fold the square, bringing the edges together, as directed by teacher.
6. Name the form.
7. Show the edge of the book.
8. How many corners?
9. Where is the outside?
10. What color is the inside?
11. Open the book.
12. Make a story for your book.

Many other questions will suggest themselves.

In another lesson the square is folded into four two-

inch squares and becomes a window, with four panes, a large field made into four small fields. The children observe and see new relations. They will make the following statements if questioned clearly.

The large field is four inches long and four inches wide.

We made four small fields.

The small field is two inches long.

The small field is two inches wide.

There are two fields in one-half of the square.

Two fields and two fields are four fields.

$$2+2=4$$

$$2\times 2=4$$

Pasting.

Make borders of colored circles, teaching the standard color, shade and tint as early as practicable.

Give lessons showing arrangement. Have children show standard color, tint and shade. Let number play an important part in these lessons.

Sewing.

Secure either the assorted threads, silkateen, or the crewels. Buy the cards already perforated, and be *careful* to have the perforations *large*. Thread the needles for the children.

Patterns for Sewing.

1. Single circle.
2. Double circle.
3. Apple and other fruit outlines.
4. Easy borders, consisting of vertical, horizontal and oblique lines.

Here is an opportunity for teaching color, number, and design.

Illustrations for September, either in color or pen and ink.

FRUITS.

Apple, pear, peach.

LEAVES.

Maple, oak, horse-chestnut, apple, peach.
Drawing, tracing, and painting.

Some Suggestions.

The opening day of the primary school is a most interesting and difficult one. It is the beginning of a new life for the children who enter that day for the first time, and a glad welcome should await them.

These first days call for skill and insight on the part of the teacher. She can, by word and action, instil into the heart and mind of the children a love for school life, or create in them a dislike that may remain through life. Let these first days be days of close companionship between teacher and children. Let the work be pleasant and bright and never burdensome. There should be no unhappy faces. It takes so little to make children happy, and there are so many avenues open for reaching them that there should be no sad faces in the primary school. To those who love and study children it is well known that what is sweetest, best and noblest is brought out through patience, sympathy and love; and that it is only as we enter into the closest relationship with them that

we reach and move that wonderful thing—a child's will. Let all be done in a spirit of love.

These first days must be given largely to adapting children to their new home. How shall this be done? Let the children tell you of their own homes, of what they do and what they most enjoy. Lead them through conversation lessons to feel that this new home belongs to all and to each of them; that it must be taken care of just as the home from which they have come, and that each one has a part in taking care of it and making it beautiful; that the management of the whole depends upon the united efforts of all.

Do not notice mistakes in the early days. It takes time to make the transition from the home to the school. In a short time the children become accustomed to their new surroundings and are glad and willing to do their part in working out your plans. Help them to adapt themselves to their new surroundings. In the very simplest things, directing is necessary. They must be taught how to rise from their seats, how to stand, and how to sit; how to pass to and from class so as to save time and promote good order; how to use the right and left hands; how to find place and direction, etc.

How shall all this be done? It takes time, and the teacher may feel that she can not afford it. Take it now and you will save it in the future.

FINDING PLACE.

Try the following for finding place: Show me the right hand; the left hand; the right foot; the left foot; the right side of the desk; the left side of desk; the top of desk; the center of desk.

We call the following "The Play of the Pencil:" Children may take the pencil in the right hand; as I talk move the pencil; the pencil is on, under, over, below, at the right side, at the left side, in the center of, in the middle of right side, in the middle of left side, middle of front edge, middle of back edge, upper right hand corner, lower right hand corner, upper left hand corner, lower left hand corner of the desk.

Children enjoy doing these things, and the far-seeing teacher knows how such drills will tend toward good habits and lighten the work of coming days. Very soon she can say to her class, "Show me the upper left hand corner. Begin your work there." Children understand and require no further directions.

THE CARDINAL POINTS.

Let the cardinal points be fixed by some interesting device. This will illustrate: Did you see the sun rise this morning? Where? Let us point with the right hand toward the point where it rose. What shall we call it? East. Do you ever watch it go out of sight in the evening? Where? What shall we call that? West.

Where are all the birds which were here through the summer? Some child will say, "They have gone South, where it is warm." What direction have you noticed them flying? Let us sing, "Where Do All the Birdies Go?" and point toward the South as we sing.

Now let us stand and extend the right hand toward the East, or where the sun rises, and the left hand toward the place where it sets.

What direction is behind us? South. Now, there is another direction in which we are all looking. By

questioning as to where the cold winds come from you will get them from the children, North.

Teach this stanza:

> Whichever way the wind doth blow
> Some heart is glad to have it so;
> Then blow it east, or blow it west,
> The wind that blows, that wind is best.

These general exercises bring out the timid children, and are an excellent means of getting them to feel easy and at home in their new surroundings. This first year should be to the child an ideal school home, to which he comes daily, not because he must come, but because it is a place where he is happy in having a part in the work, and in having the feeling that school will not be complete without his presence.

THE SCHOOL HABITS OF THE FIRST YEAR.

"The usefulness of the school consists in the formation of good habits." So, in the first year the aim should be to direct and help the children to form such habits as may be followed throughout life. The time taken for this training means more to the child than all the information he acquires.

As the teacher faces a crowded room representing nearly as many families as there are children, each having his peculiar home habits and natural characteristics, the situation is a perplexing one. Even though it has been met many times, the surroundings are never just the same.

There are habits to be formed which affect only the child concerned; there are others which relate to the good of the whole school.

HABITS RELATING TO THE SCHOOL COMMUNITY.

The most important, perhaps, is the habit of respecting the rights of the other children. There are many things which are not wrong in themselves, which nevertheless cannot be permitted in the school.

The little child does not understand this. He has not been restrained hitherto. He has been a noisy, happy little creature, never still for a moment. He has, perhaps, been the indulged child, whose every wish has been gratified. Now the bold, impetuous ones and the timid and tearful are all brought together for the first time, and all is changed. They all belong to one family, in which each one must respect the rights of his neighbor

Each must be taught that running, talking, singing, etc., are not wrong in themselves, but there must be a time for these and all other exercises; that his own rights must be respected, and therefore he must respect the rights of every other child.

In connection with this teach school culture. I do not see why in this or any other grade children should not be systematically trained to observe the little acts of courtesy which are so pleasing. To remove hats when coming into the room, to hold them in their hands until they pass out of the room, to lift the hat when they meet you, to avoid passing in front of others and to apologize when it becomes necessary, to receive favors with "Thank you," to cultivate a pleasant tone of voice, to be considerate one toward another, to help in keeping desk and schoolroom in order, to be cleanly in person and careful of clothes are among the habits that should be formed.

Not less important are habits of observation, attention, industry, obedience, kindness, gentleness, and helpfulness. Show pupils how they may help one another, and that each little child must be on the alert to give assistance to some other child who is in need of help. And lastly, teach the child to be self-reliant, to have confidence in his own strength, and do everything that he possibly can without assistance. Instead of directing their efforts we often hinder their progress by giving unnecessary or unwise help.

Morning Prayers for Little Children.—Selected.

I.

Dear Jesus, I come with the morning light,
To ask thy hand to guide me aright,
Keep me from sinning and show to me
How a little child may be helpful to thee. Amen.

II.

Keep my little voice today,
Keep it gentle while I pray;
Keep my hands from doing wrong,
Keep my feet the whole day long.
Keep me all, O Jesus mild,
Keep me ever thy dear child.

III.

We thank thee for our daily bread
And all the blessings on us shed,
We pray thee fill us with thy love,
And guide us to our home above.

IV.

Father, send on us thy blessing,
As we come to thee in prayer;
Let us feel that thou art near us,
Keep us in thy tender care.

Lord, we come to thee for blessings,
Which thou only canst bestow;
Grant us all new hearts, dear Father,
Grant that we like thee may grow.

V.

Jesus, merciful and mild,
Hear my prayer, a little child;
While I try to pray to thee
Look in mercy down on me.

Good Night Poem.

Good night, good night,
Fast fades the light,
But still God's love
Shines from above,
Making all bright,
Good night, good night.

OCTOBER NATURE STUDY.

These autumn days are rich in opportunity for nature teaching. Flowers are daily becoming rarer, the leaves have almost fulfilled their mission, but autumn fruits and seeds take their place and tell the story of nature's completeness, and through the seemingly lifeless seed the beautiful lesson of life is taught.

SEEDS.

The children are encouraged to bring many varieties of seeds together for study; to tell all they know of their uses. Let the first thought be that through the seed the plant reproduces itself; that every perfect seed, whether large or small, has in it the life element; that people and animals could not subsist without the seed as a food.

Show how nature has planned for the distribution of seeds; that wind and water have their parts as well as man and animals. Have pupils notice carefully the resemblance and differences in seeds and the characteristics of common ones. How such seeds as the thistle and dan-

delion will float upon the water and be borne great distances.

These and other seeds have special attachments by which they are carried far away from the parent plant. The maple seed has a wing, the dandelion a tuft of fine hair, the baby milkweed a gown of silk, by which attachments the wind carries them miles away.

Some seeds have hooks, others are found inside of burs by which they attach themselves to whatever they come in contact with; for example, sheep, cow, and dog, and are thus disseminated.

As the leaves of the horse-chestnut and oak were selected for September, so the nuts of these trees are given for special study.

The last week of the month is given to the study of the Indian corn, which has been selected as a type in the seed work of the first year.

SEEDS AND THEIR DISTRIBUTION.

I. Uses of Seeds.
   1. Reproduction of plant.
   2. A food for man and animals.

II. The Parts of the Seed.

III. Distribution of Seeds. { man. / animals. / water. / wind.

IV. Planting of Seeds.
   1. Preparation of soil.
   2. Condition of soil.
   3. Conditions for growth.
   4. Seeds planted in the spring.

5. Seeds planted in autumn.

V. The Gathering of Seeds.
   1. By man.
   2. By animals.

SPECIAL STUDY—INDIAN CORN.

Have the entire plant before class.

I. Study plant as a whole; height, thickness, joints, roots, arrangement of leaves, position of ear, tassel, and silk.

II. Study Plant as to Parts.
   1. Take each part of the plant, leading the child to see for himself how the perfect grain comes from the harmonious working of all the parts.
   2. Notice length and width of leaves and their venation.

III. The Dry Stalk.
   1. Examine outside—inside.
   2. How fiber differs from pith.
   3. Compare with wood, having a cross-section.
   4. Compare bark of wood with fiber.
   5. Compare rings with pith.
   6. What the rings mean in the section of wood.

IV. The Ear.
   1. Arrangement of kernels.
   2. Number of rows; odd or even.
   3. Varieties of corn.

V. Uses of Corn.
   1. Ground for meal. How prepared?

2. Hominy. How prepared?
3. Boiled on cob. Canned.
4. Corn starch.
5. Food for animals.
6. Use of husks.
7. Use of stalks.

VI. Cultivation.

1. How is it planted?
2. Process of cultivation.
3. Husking, storing, shelling.
4. Why called Indian corn?
5. How cultivated by the Indians?

WINDOW BOXES.

Geranium cuttings may be put into bottles of water in September and in a few weeks will have a cluster of tiny rootlets.

Make window boxes about one foot deep and set out the cuttings. With care a winter bed will brighten the schoolroom and furnish material for observations.

Other boxes may be planted with nasturtium or morning glory seed.

Children observe the rapid growth in the room and work out the reasons.

Notice that the morning glory puts forth its flowers when three or four inches high, and before it begins to vine.

Clusters of nasturtiums may be put in jars of water. If cared for they will continue to grow and bloom for a long time.

Encourage children to bring their own plants and to assist in their care. They will observe that good soil,

light, moisture, sufficient heat, cleanliness and regular care are necessary to produce healthy plants.

Even young children can not fail to understand that the care of their own bodies does not differ essentially from that of the plants and that Mother Nature is most exacting in her demands.

II. LITERATURE AND HISTORY.

From Longfellow's Hiawatha simplify and adapt the story of Mondamin. As a preparation for this beautiful Indian legend the following may be suggestive:

1. Picture of Indian chief.
2. Picture of Indian children.
3. Wigwam.
4. Stories of Indian life.
5. Illustrations of Indian life.
6. Condition of our country when discovered.
7. The Indian's power of endurance.

THE STORY OF MONDAMIN.

Word pictures and illustrations:

1. Ossea, the "Son of the Evening Star."
2. The tent in the forest.
3. His love for nature.
4. What he saw each day.
5. The coming of Mondamin.
6. The wrestling of Ossea and Mondamin.
7. The victory of the boy.
8. The grave of Mondamin.
9. The coming of the corn.
10. The mystery revealed to the boy.

11. The Great Spirit's rich gift, Mondamin; the nation's food.

The Planting of the Cornfield is to be prepared in the same manner. This literature from Indian life gives the children an insight into the characteristics of another race. History now forms an interesting study, as the children hear for the first time of the discovery of their country and the finding of this race of people; of how they lived; of the finding of the corn. Tell them of the rude methods of cultivation by the Indians, and have them compare with modern methods. Let them draw their own conclusions.

The Dandelion Cycle.

"Pretty little Goldilocks, shining in the sun,
Pray what will become of you, when the summer's done?"

"Then I'll be old Silverhead, for, as I grow old,
All my shining hair will be white, instead of gold."

"And where rests a silver hair that has blown from me,
Other little Goldilocks in the spring you'll see!"

"Goldilocks to Silverlocks, Silverhead to gold,
So the change is going on every year, I'm told."

Teach this poem:

Only a little seed,
Very small indeed,
Put it in the ground,
In a little mound,
Wait and see
What it will be.

Stories:

1. "Seedlings on the Wing," Cat Tails.
2. "The Little Brown Seed."
3. "The Chestnut Boys," Child's World.
4. "The Stolen Corn," Grimm.

Bed in Summer.

In winter I get up at night,
And dress by yellow candlelight;
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me on the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

—From "A Child's Garden of Verse," by permission of Rand, McNally & Co.

III. NUMBER.

To make the number lessons interesting and profitable with little children requires much in the way of devices. The work is a building-up process, new numbers being added to the structure each month.

Throughout the year the same general plan will be seen in the outlines, but it will be necessary for the teacher to find new ways of presenting the work.

NATURE—NUMBER.

Count the leaves on the cornstalk.
How many are green?
How many are brown?
Count the joints on the cornstalk.
How many large roots?

How many small ones?

Are there more large roots or small ones?

Mary may find the tassel. Show me one part; another, until all are counted.

Let us look at the ear. Who will tell us something about it? Teacher, lead the children to speak of the rows.

Let us take out one row. Children, count as teacher removes grains.

Now we will count the remaining rows. Each one get an ear and find out how many rows of grain there are on the cob.

Name all the varieties of corn you can think of. What kinds furnish food for man? For animals?

COLOR WORK.

Color enters into the work of the first year, and has its place largely in the number lessons. Children should be taught early to recognize and distinguish the primary colors; to know something of shades and tints; to arrange circles, triangles, and rectangles into beauty forms.

This is the "color work," and it is most fascinating to children. Through the bright circle and the square the dry facts of number are made things of beauty. The educational value is readily seen; children get not only number, but form, color, harmony, and arrangement. The well arranged color lessons strengthen the habits of attention, interest, industry, neatness, and cleanliness.

Ask for the half of four. Give each child four bright circles and he readily tells you. Have the circles mounted with the statement below, $\frac{1}{2}$ of 4 circles = 2 circles.

THE RECTANGLE.

The rectangle work becomes a pleasure when constructed with colored squares. Beginning with the square inch build up the rectangle 4x1 or 2x2, using either two harmonious colors or different shades or tints of the same color.

What is the result? The children express just what they have done. "The rectangle is four inches long and one inch wide; it has four square inches. The rectangle is two inches long and two inches wide."

Let there be frequent use of the foot ruler. Measure at the sand table a garden bed two feet long and one foot wide. Compare this with another bed four feet long and two feet wide. What is the difference in length? In width? In area?

Make all work interesting and practical. "Let things that have to be done be learned by doing them."

OUTLINE OF NUMBER LESSONS FOR OCTOBER.

1. The perception of the number as a whole. Four apples; eight nuts; six boys; ten leaves. Picture representations of groups of four.
2. Combinations and separations. Children make all discoveries by means of objects, $\frac{1}{2}$ of 4; $\frac{1}{4}$ of 4; $\frac{1}{3}$ of 6.
3. The figures 1, 2, 3, 4, etc. The words one, two, three, etc.
4. Abstract work growing out of the concrete.
5. Science problems about trees, leaves, seeds, nuts, squirrels, etc.
6. A line six inches long. Compare this line with a line three inches long; two inches long.

7. The square inch.
8. The rectangle 4×1; 2×1. Compare.
9. The area of these rectangles.
10. Compare rectangle with triangle.
11. Liquid measure. Dry measure.
12. Buying and selling.
13. Making October calendar.

IV. LANGUAGE.

NEW WORDS.

Each day should add new words to the child's vocabulary. From the stories told to the children in connection with the nature and literature studies these words are selected. They are written upon the blackboard for class drill in recognizing words, and for written or seat work afterward.

The number of words given depends altogether upon the interest the children take in their work, and the manner in which it is presented by the teacher.

The October list should include such words as the following: Seed, coat, wheat, corn, stalk, acorn, walnut, chestnut, dandelion, milkweed, flour, meal, mill, roots, joints, the name of the month, the names of the days of the week, the names of colors as seen in nature and as used in number work, etc.

To have children become familiar with the written word and later the printed one requires skill, patience and tact on the part of the primary teacher. Indeed this work may become mere drudgery unless it is made attractive and interesting by the use of good devices. The following are suggestive.

1. Build a wall. Write a word on each brick. Children see how many they can name. Children suggest words or use the same device for seat work.
2. Build steps on board. Put difficult words on steps. Children go up and down, naming all words. Arrange sentences in same way.
3. Make a wheel. On each spoke write a word. How many can go around the wheel?
4. Draw a winter tree. On each limb write a word. Children can take away the words.
5. Write action words—walk, skip, cry, sing. Children perform action.
6. Teacher place words promiscuously on board. Dictate a short sentence. Children find words to build the sentence.
7. Write short sentences, as

   Show me your hand.
   Show me a pencil.
   Show me a red dress.
   Show me a green leaf.

BOOKMAKING.

8. Make booklets for children. Material, manila or heavy paper for back, and tablet paper for the leaves. Tie with bright silkateen. Illustrate the cover simply.

As soon as children are able to write allow them to put the words or sentences into these books. The little lessons mean so much more if preserved day by day. Encourage their efforts by putting in a star or a tiny picture here and there.

These books are helpful in many ways. They save material, show the daily work and progress, do away with loose papers, and are really a labor-saving device in the end. When filled the child takes his book home.

WEATHER RECORD.

The children keep in their tablets a weather record which may be in this form:

This is a bright Monday, a rainy Tuesday, a cloudy Wednesday, etc.

These records are frequently read at the end of the week. That the sentence should begin with a capital letter and end with a period, that the first letter of the days of the week and of the months should be a capital should be permanently fixed.

These new words should stand out as mental pictures in the minds of the children. They should be used first in oral expression, then in the written. Have the best oral expression printed for the reading work, giving each child a copy. The printing may be done by boys in higher grades.

Printed stories, such as

THE SEED.

1. We planted the seeds in the garden.
2. The wind plants seeds.
3. Milkweed seeds have wings.
4. We blew the milkweed seeds.
5. The birds plant seeds.
6. The water plants seeds.
7. Sheep carry seeds in their wool.

THE CORN.

1. We measured the cornstalk.
2. The cornstalk was seven feet high.
3. The corn has many roots.
4. The corn has long leaves.
5. The corn has a tassel.
6. The corn has ears.
7. We use the corn for food.
8. The Indians first planted corn.
9. They called the corn Mondamin.
10. Which kind of corn do you like best?
11. We like pop corn best.

IV. THE ARTS.

Music.

THEORY.

1. Scale work.
2. Continue interval work. 1, 2, 2, 1. 1, 2, 3, 2, 1. 1, 2, 3, 4, 3, 2, 1.
3. Do all the individual work possible.
4. Encourage children's singing alone.
5. Change the pitch frequently.

OCTOBER SONGS.

1. Good Morning, Dear Children. Opening exercise.
2. Where Do All the Birdies Go?
3. Little Birdie in a Tree.
4. Come, Little Leaves.
5. The Little Leaves on the Maple Trees.

6. Dobbin Colt.
7. Finger Song—Shut Them Open,

It is the intention to add songs each month which are suggestive of the time of the year and appropriate to the needs of the school.

DRAWING.

Teacher's illustrations:

1. Drawing of common seeds, bean, corn.
2. Drawing of common nuts.
3. Drawing seeds having appendages, as dandelion, milkweed, and maple.
4. Drawing of the corn plant, showing position of root, stems, leaf, ear, blossom, and tassel.
6. Illustrate the planting of the cornfield.
7. Let the children illustrate the stories.
8. Teach them the drawing of several seeds and nuts.
9. Have the walnut and acorn painted in water colors.

SUGGESTIVE PICTURES.

1. The Shepherd and the Sheep.
2. The Picture of a Cotton Field.
3. The Harvest.
4. Animal pictures.

WRITING.

1. The writing of words.
2. The writing of sentences.
3. Forms of letters, capital and small.

4. Special drill on the simplest of the small letters, i, o, t, u, n.
5. Blackboard writing.
6. Writing easy words from dictation.

Constructive Work.

CLAY MODELING.

Continue the modeling of objects based upon the first type form.

Model the cube:

1. Compare with the sphere.
2. Find number of surfaces.
3. Find number of corners.
4. Compare faces or surfaces with the surface of the sphere.
5. Children show (round) curved surface.
6. Children show flat surfaces.
7. Apply these tests to objects in room.
8. Have the children name flat surfaces they can think of but cannot see; curved surfaces.

Model objects based on cube, bar of soap, trunk, chest, coffee-mill, steps, book, car, etc.

Cutting.

Give the children inch-square tablets and paper. Show them how to place the tablets and draw around the edge of tablet; cut out the squares.

How many will it take to cover the faces of the clay cube?

Show picture or drawing of the wigwam. Children cut wigwams of different sizes.

Cut one for Mondamin. Cut one for the chief.

FOLDING.

Take the four-inch square.

1. Fold a book.
2. Fold the opposite way, making four windows.
3. Fold upper right and upper left corner to middle of the square. Form a tent.
4. Fold the remaining corners to the middle of the square. Form the envelope.
5. Turn each corner face to edge. Form picture frame.

Pasting.

Borders made from the inch squares are very pretty if the colors are well selected. Then alternate the circle and the square inch, fixing these forms by noticing their differences.

Borders made from circles and inch squares are pretty and again emphasize the forms by their differences.

These forms may all be done with pen and the color marked.

Illustrations for October:

1. Indian corn.
2. Wigwam.

Sewing.

1. Autumn leaves.
2. Tents, outlined and perforated.
3. Easy borders, representing fences; straight lines, zigzag lines.

Mounting.

Collect autumn leaves. Press and mount upon black muslin or paper. You will have a beautiful border for the November days.

I. NATURE STUDY.

The preparation for winter, and a spirit of thankfulness for nature's bounteous gifts and all other blessings, are the underlying thoughts for the month of November Though flowers and leaves are no more seen, though skies are dull, there is no reason why November should not be one of the most interesting months of the year.

APPROACH OF WINTER.

The children who have lived with nature from bud and flower to seed cannot fail to see the perfection of her plan. The trees clad in the sober garb of winter with well wrapped buds, the use of the fallen leaves as a protection for flowers, seeds and roots, the coming of Jack Frost and snow, all herald the approach of winter. In their observations they see the same preparation by insects, worms and animals. Ants and bees have stored away their winter's food; the caterpillar has made its cocoon and has already begun the long winter's sleep.

Tell the children, if they are not able to find out for themselves, of the careful preparation made by animals as regards clothing and a winter habitation; that some

put on their warm winter clothes just as we do, while others, as the frog, turtle, and snake, lie dormant through the cold weather.

MIGRATION OF BIRDS.

The migration of the birds is a subject interesting to every child. Some of the familiar birds have gone; children have been watching them as they disappear, either singly, in pairs, or in flocks. Other birds stay with us all the winter. Take time each day to talk about these things. Let the children give their opinions. Why do some birds go South? Why do others stay? Which go first? Which stay with us longest? How do they travel? Do they change their clothes? Why? Will the children not understand that as nature and animals are making preparation for a period of rest, so mankind must also make provision for the winter, and that he must draw his supplies from the abundance of nature?

PREPARATION FOR WINTER.

I. Nature's Preparation.
   1. Preparation of trees and plants. Leaves are dropped, buds are coated, wood hardens, sap goes to roots.

II. Insects' Preparation.
   1. Spin cocoons; bury themselves.
   2. Store food underground.

III. Animals' Preparation.
   1. Shed coats and get warmer coverings.
   2. Store away food for winter.
   3. Sleep during the winter.

IV. Man's Preparation.
   1. Storing away of food.
   2. Fuel, coal and wood.
   3. Warmer clothing.

V. Migration of Birds.
   1. Cause of migration. { Climate. / Food Supply.
   2. Order of migration. { Which leave first? / Which leave last? / Which travel alone? / In pairs. In flocks?
   3. Stages of flight. { Rapidity. / When? Night or day?
   4. Sounds made during flight.
   5. Peculiarities of birds in flight.
   6. Routes of migration. { By sea. / By mountain. / By valley. / By river.

OBSERVING THE TREES.

   7. Change in appearance.
   8. Change in habits.
   9. Select several familiar birds for observation until the time of migration.

II. LITERATURE AND HISTORY.

During the month of November historical literature becomes the center of interest. This should be a glad and fruitful time for story-telling. The history of the brave people who left their own homestead and went to Holland, their return to England, the voyage of the

Mayflower and the landing at Plymouth Rock, open up a new world of interest to these first-year children.

Tell them of the hardships which these people endured in their new home; of sickness, and famine, and trouble; of their relation to the Indian, and the assistance which they received from the red men of the forest. Let

PLAYING THE TREATY.

them feel well acquainted with Squanto and with Samoset, the great Indian chief.

Bring out the child life in this history work. How these children spent their time. Stories about their home customs, schools, and church, their toys and games. How the boys helped their fathers to clear the land and plant the corn, while the girls helped the mothers to cook and spin. Tell of the queer names given to these little chil-

dren—Thankful, Sunshine, Desire, Patience, Hope. Compare the life of a Puritan child with that of a child of the present time.

No fairy tale is more interesting than the story of the first Thanksgiving feast. Allow the children to suggest what the food would be. Tell all about this eventful time; that it lasted three days, a new program being arranged for each. Not only religious services were held; there were many games of running, and leaping, and jumping, and through these festivities the good-will of the Indian was gained.

To this feast came King Massasoit with ninety of his warriors, invited guests. Picture these Indians marching into the village, dressed in their gayest clothes, with painted faces, and wearing their longest feathers. Show the picture representing the Indians' contribution of five deer to the feast.

In conclusion, lead the children to understand, in a measure, the significance of the Thanksgiving festival of today, to feel a spirit of thankfulness, and to show this gratitude by giving and doing for otheres.

THANKSGIVING WORK.

I. Meaning of Thanksgiving.
   1. It is a harvest feast.
   2. A day for giving thanks for all blessings.
   3. A day of family reunions.
   4. An important historical day.
   5. An American holiday.

II. Historical Literature.
   1. The Pilgrims in England.
   2. The Pilgrims in Holland.

3. The voyage to America.
4. The landing—Plymouth Rock
5. The first winter.
6. The first Thanksgiving.
7. A Thanksgiving Story, American Primary Teacher, November, 1897.
8. "Stories of Colonial Children."

Stories.

1. "The Crane Express," Child's World.
2. "The Fan-tail Pigeon," *Ib.*
3. "Jack and Jenny Sparrow," *Ib.*
4. "The Thrifty Squirrels," *Ib.*
5. "The Origin of Birds," Indian Myth.
6. "The Squirrels," All the Year Round.
7. "Mr. and Mrs. Chipmunk," *Ib.*
8. "How the Chipmunk got the Stripes on his Back," *Ib.*
9. "Yearly Travelers," *Ib.*
10. "Winter Quarters," *Ib.*
11. "History Stories," Mara Pratt's History.
12. "Massasoit," Alma Burton's History.
13. "How Patty Gave Thanks," Child's World.
14. "Pearl and Her Pigeons," *Ib.*

Good-By, Little Flowers.

Hark! through the pine boughs
Cold wails the blast,
Birds south are flying,
Summer is dying,
Flower time is past.

Cold are November skies,
Sunless and drear,
Goldenrod, eyelids close;
Asters, tuck in your toes;
Winter is here.

"Good-by, little flowers!"
The icy winds sing;
Snow, blanket them over;
Sleep well, little clover.

PLAYING THE FIRST THANKSGIVING DINNER.

November Poems.

Trees brown and bare,
Dry leaves everywhere
Dancing up and down,
Whirling through the air.

Red-cheeked apples roasted,
Pop-corn almost done,
Toes and chestnuts toasted—
That's November fun.

Thanksgiving Song.

The happy thank-you day has come
And harvest time is past,
We've gathered fruits and nuts and grains,
We'll say good-by at last;

Good-by to Autumn, Autumn dear,
And with our parting words,
We'll sing our thanks to God above,
For fruits and trees and birds.

—Child Garden.

Morning Poem.

I. For this new morning with its light;
For rest and shelter of the night;
For health and food, for love and friends;
For everything thy goodness sends,
We thank thee, Heavenly Father.

II. For flowers that bloom about our feet;
For tender grass, so fresh and sweet;
For song of bird and hum of bee;
For all things fair we hear or see,
We thank thee, Heavenly Father.

III. For blue of stream, and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
We thank thee, Heavenly Father.

—Ralph Waldo Emerson.

November.

Now the birds have flown
To their Winter home
'Neath Southern skies so blue.
The flowers, leaves and grass
Have said, "Good-by, dear lass;
Good-by, dear laddie, too."

The winds begin to blow
And whistle for the snow—
The winds so wild and free!

The little drops of rain
Roll down the window-pane,
And happy seem to be.

The winds and raindrops help us to remember
That this is Thanksgiving month, jolly November.

—Wilhelmina Smith.

A Thanksgiving "T."

(To be recited by a small boy holding in his hand a large "T.")

I'm just a little bit of boy,
As everyone can see,
But then I'm big enough to know
About the letter "T."

There's one I call the little "T,"
It always wears a hat,
And then the funny capital,
I think I'll speak 'bout that.

'Tis "T" that stands for Thanksgiving,
It's straight and tall, you know,
Just like a little grenadier
That's standing at a show.

And oh! of all the funny things
About that letter "T,"
It stands for just the very day,
'Tis Thursday, don't you see?

—By Isabella C. Woodland.

A Child's Thanksgiving.

I thank thee, Father in the skies,
For this dear home so warm and bright;
I thank thee for the sunny day,
And for the sleepy, starry night.

I thank thee for my father's arms,
So big and strong to hold me near;
I thank thee for my mother's face;
I thank thee for my dolly dear.

I thank thee for the little birds
That eat my crumbs upon the sill;
I thank thee for the pretty snow
That's coming down so soft and still.

O Father, up there in the skies,
Hear me on this Thanksgiving day,
And please read in my little heart
The "thank you's" I forget to say.
—By Kate Whiting Patch, Kindergarten Review.

VIRGINIA AS PRISCILLA.

The Little Pilgrim Maid.

1. There was a little Pilgrim maid,
   Who used to sit up so.[1]
   I wonder if she ever laughed,
   Two hundred years ago.

2. She wore such funny little mitts[2]
   And dainty cap of silk,[3]
   She had a little porringer
   For her brown bread and milk.

3. She was so good, so very good,
   Ah, me, I most despair,[4]
   She never tore her Sabbath dress,[5]
   A-sliding down the stair.

4. But then, I really try, and try
   To do the best I can;[6]
   Perhaps I may be most as good
   As little Puritan.

5. And if, when next Thanksgiving comes,
   I try to sit up so,[7]
   Maybe I 'll seem from Pilgrim land
   Two hundred years ago.

Motions.

[1]Hands folded in a prim manner; body erect.
[2]Hands held up to show mitts.
[3]Point to cap.
[4]Gesture of despair.
[5]Dress held out at sides.
[6]Hands folded.
[7]Position, same as [1].

November.

And what do you say is the very best way
To show we are grateful on Thanksgiving Day?
The best thing that hearts that are thankful can do
Is this: to make thankful other hearts, too.

For lives that are grateful and sunny and glad,
To carry their sunshine to hearts that are sad,
For children who have all they want and to spare,
Their good things with poor little children to share,
For this will bring blessing and this is the way
To show you are thankful on Thanksgiving Day.

—Selected.

A Good Play.

We built a ship upon the stairs,
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.

We took a saw and several nails,
And water in the nursery pails,
And Tom said, "Let us also take
An apple and a slice of cake,"
Which was enough for Tom and me
To go a-sailing on the sea.

We sailed along for days and days,
And had the very best of plays;
But Tom fell out and hurt his knee,
So there was no one left but me.

—From A Child's Garden of Verse. By Permission of Rand, McNally & Co.

III. NUMBER.

Continue concrete number work of last month. With the new facts presented, frequently review the work given previously.

USE OF CHARTS.

Seed charts, showing collections of well-known grains, should be arranged in connection with the number work. With the small grains arrange groups, combina-

tions, separations, figures, etc. Keep these charts for reference, both in science and number.

DIVIDING AND MEASURING.

Teach the halves of numbers in the same way. Measure cornstalk, leaves, and roots. Let the children estimate lengths; then afterward measure. Draw groups of fruits and divide into two parts. One-half of five is just as easily pictured and understood as one-half of four.

TRIANGLE, RECTANGLE, ETC.

With colored sticks construct the pentagon. Recall a figure having three sides; one having four. Compare figures and fix words, triangle, rectangle, and pentagon. Have children name things that look like these figures. Use them in picture illustration, and have the children reproduce the figures frequently for seat work.

THE NUMBER FIVE.

The number five is very suggestive. Children have five fingers, five toes. They come to school five days in the week. They are five years old. Continue measurement and lines. Give the terms horizontal, vertical, oblique. The pentagon illustrates the three classes of lines. Illustrate lines by drawing, from dictation, houses, boxes, kites, chairs, etc. Let the thinking of the number work come through the doing.

COUNTING.

Count the buds on the twig. How many are small? How many large?

How many birds did you see this morning? Count

flocks if not too large. Children will notice that some migrate in pairs. How many birds make a pair? Two pairs? Three pairs, etc.

Put the cocoons gathered in safe places for the winter. Count them.

Select material for color work. Count the squares and circles. Divide into groups, as directed by teacher.

Outline of Number Lessons for November.

1. Combinations and separations.
2. The figures and words.
3. One-half of three, of five, of seven.
4. Measurement. A line five inches, a line four feet.
5. Teach the terms horizontal, vertical and oblique.
6. The pentagon; build, fold, cut, draw.
7. Compare with triangle and rectangle.
8. A rectangle 3×1 inches, 3×1 feet.
9. Color and number.
10. Science work and number.

IV. LANGUAGE.

Do not neglect the oral expression. Let there be a time each day for a conversation lesson. Allow and encourage the children to relate what they have observed since the last talk. Tell them short stories, having the children reproduce. They should now be able to write a number of words either from memory or dictation. Continue the sentence work as in previous months. Give the interrogative form. Compare it with the declar-

ative statement. Prepare a list of familiar words. From these words have the children first make statements; afterward use the same words in asking questions. Teach period and question mark. Many proper names occur in this month's work. Teach the use of the capital letter by calling attention to its always being used with a proper name.

In adding to the children's vocabulary do not hesitate to give long words. Thanksgiving is just as easily remembered as a word of one syllable. Squanto, Samoset, Pilgrim, Plymouth Rock, and Mayflower are added to the list and retained, because of the child's interest in these words and the association he makes with the stories that have been used. The written exercise is an outgrowth of the word-work. The same or similar sentences are printed for the reading lesson. Toward the close of November the children should be able to read such printed sentences as the following:

BIRD STORIES.

1. The birds go south in autumn.
2. The robins and bluebirds come back first in the spring.
3. They go south because it is cold here.
4. They go south to find food.
5. The birds fly by night and by day.
6. The birds go south in flocks.
7. The birds put on their winter clothes when they go south.
8. The fantail pigeon went to see the owl.
9. The pigeon wanted to be wise.

10. He only blinked his eyes.
11. Jack and Jenny Sparrow lived in a nice birdhouse.
12. The cranes carried the little birds over to Africa.

THE FIRST THANKSGIVING.

1. The Pilgrims had the first Thanksgiving Day.
2. The Indians came to visit them.
3. The Indians brought five deer with them.
4. Massasoit was the Indian chief.
5. Squanto came to see the Indians.
6. Samoset came, too.
7. The Pilgrims all went to church on Thanksgiving.
8. They thanked God for his goodness.
9. They had three days of Thanksgiving.
10. We have one Thanksgiving Day.

THANKSGIVING WORK.

1. We drew a chest.
2. The chest had the laws in it.
3. Brewster owned the chest.
4. The chest had a lock.
5. We drew the kettle.
6. We drew the Pilgrim's hat.
7. Miles Standish was a good man.
8. He took care of the Pilgrims.
9. He had a big sword.
10. The Pilgrims loved Miles Standish.

IV. THE ARTS.

Music.

Motion songs are especially adapted to the first-year children. The imitation of the raindrops finds expression by tapping the fingers softly upon the desk. The fluttering, dancing, and falling of the leaves, the imitation of birds and animals by hand and body motion. The success of the motion songs depends upon the child's entering into the spirit and the thought of what he sings. The sentiment of the songs should be adapted to the ages of the children, and the words developed and taught as carefully as any other lesson of the day. There is no doubt but that the words and melody of these songs will influence the mind and heart of the child for good.

A clergyman, whose family was noted for amiability and affection, was asked the secret of his successful training. "I call," said he, "the influence of music to my aid. If I see any of my children apparently angry, I say, 'Sing, children, sing;' and before the strain is ended every unpleasant feeling disappears and harmony prevails." May it not be well for teachers to profit by this hint?

November Songs.

1. "Little Jack Frost."
2. "The Little Leaves."
3. "Five Little Chickadees."
4. "Over the River and Through the Woods."
5. "The Going of the Swallows."
6. "Come, Little Leaves."

THEORY.

1. Interval work.
2. Draw the staff before children.

3. Explain lines, spaces, added lines.
4. Place syllables, letters, and figures on the staff.
5. Place simple exercises upon staff for drill.

WRITING.

Daily work in writing. Place copy upon the board in the best form possible. Call attention to height, width, form, and characteristics of letters. Teach capital forms as they occur in the writing lesson and in the other work. Give frequent tests to fix forms of the letters and their arrangement in words. Write a word plainly upon the blackboard. Have the children observe carefully. Erase the word, having them reproduce the mental picture. Spelling as well as letter forms are thus permanently fixed.

DRAWING.

The work in November is rich in opportunity for expression. While observing nature's preparation for winter, in the shedding of leaves and the careful protection of the buds, have the children express their observations with the pencil. Pictures and illustrations, representing the hibernating animals and the migratory birds, are helpful and interesting in connection with animal's preparation. The fruits and vegetable forms are another source of expression. To keep up the interest and add pleasure to the drawing work, devices must be used. From the apple form, by adding a few lines, funny faces are easily made. Let the children have a joyous time through the November drawing.

The Pilgrim work would be very incomplete without the illustrations. As the story is told draw the fol-

lowing with the crayon: Mayflower, Plymouth Rock, sword, powder-horn, hat, Indian tent, Pilgrim's house, the cradle, Elder Brewster's chest, and chair.

The following pictures should be used in the November work:

1. The Pilgrims Leaving England.
2. The Landing of the Pilgrims.
3. The First Thanksgiving.
4. Pictures representing Indian life.

Constructive Work.

The month of November presents a new field for work. Since history for the time has become the center of interest, the making of charts has proven a pleasure, besides being an excellent way for fixing the stories that have been presented orally.

The teacher provides some sheets of cardboard, and puts at the top a suitable heading, as, The Puritans in England, The Puritans in Holland, The Voyage to America, The First Thanksgiving.

The teacher may make these headings very attractive by illustrations, bright colors, and whatever her inventive power may suggest. Beautiful pictures may be bought at a penny apiece, such as,

1. Departure of the Pilgrims from Delft-Haven, 1620.
2. The Landing of the Pilgrims.
3. The Pilgrims on the Way.
4. Embarkation of the Pilgrims.
5. First Sunday in New England.
6. The Return of the Mayflower.

PLAYING PILGRIMS GOING TO CHURCH.

7. The First Thanksgiving Dinner.
8. Plymouth Rock.
9. Pilgrims Going to Church.
10. Miles Standish.
11. Priscilla at the Wheel.
12. John Alden.
13. Indian pictures.

Have also a picture box for the children. Encourage them to keep their eyes open for pictures from magazines and newspapers. They will surprise you each day with new offerings.

Give simple drawing lessons, mounting these with the pictures.

DRAWINGS.

1. Plymouth Rock.
2. The Mayflower.
3. Cradle.
4. Pilgrim's chair.
5. Pilgrim's hat.
6. The chest.
7. Powder-horn.
8. Pilgrim's house.
9. Wigwam.
10. Bow and arrow.
11. Pumpkin, etc.

This work will repay you for all the time and outlay when a happy child says, "This is my picture." "I made this drawing." "Are not the charts pretty?" From "The Nature Work" make charts to illustrate:

1. Insects' preparation for winter.
2. Animals' preparation for winter.

3. Migration of birds.
4. Nature's preparation for winter.
5. Man's preparation for winter.

Modeling.

1. The chest.
2. Ruth Endicott's beads.
3. Pilgrim's house.
4. Pumpkin.
5. Nuts.
6. Hat.
7. Plymouth Rock.

THE PILGRIM STORY ON THE SAND-TABLE.

It may help some teacher to make the historical ideas more real by suggesting the following plan:

The number class measured and cut a quantity of sticks from small limbs of trees; with these they built log houses. Plaster-making, mixing clay and water, was great fun. The chinks between the sticks were filled. Oiled paper was used for window lights.

Doors were made from pieces of crayon-boxes with leather strips for hinges. The houses were now ready for the Pilgrims.

It was suggested that the children dress some dolls after the manner of the Pilgrim's dress.

A Polish child brought the first product, a clothespin in dress, apron, and kerchief. The hint was good and whole families of Pilgrims were easily procured. Raffia was braided and sewed into hats for the men and bonnets for the mamas and girls. A cradle was made for Peregrine from the same material. The Mayflower and smaller boats were folded from stiff paper.

Early in the month the table work began. One side was colored blue to represent the ocean, and the New England coast outlined. The child who had been to the ocean suggested some sand along the coast and her idea was carried out. As the Pilgrim story was told day by day, new material was made and arranged on the table, on which soil had been placed and the country modeled under the direction of the teachers in charge. A rude church was constructed and the clothespin Pilgrims marched, with sticks for guns, to church and home again. The Indians played an important part. They were cut out from pictures, stiffened and arranged on the hill, ready to come to the first Thanksgiving dinner. The Indian village was made in the following manner: Cut circles from brown paper. Fold into at least eight sections. Cut out two or more sections, or fold one on each side of opening to strengthen the tent. Fold back triangle to make the entrance. Decorate tents in stars, canoes, sun, moon; see pictures of Indian tents. Stick small twigs into sand-table to represent tent-poles and pin tent around. A circle must be cut from point of tent to allow sticks to come through. Many other details were worked out and the Pilgrim story was a real thing to the children, and is given with the thought that it may help those who wish something more concrete than maps, illustrations, or even the splendid pictures of Pilgrim life.

I. NATURE STUDY.

The first part of the Christmas month is given to animal study. The sheep, camel, and donkey have been selected at this time because of the relation they bear to the story of the Christ child. Indeed the work of the entire month should be a preparation for the full enjoyment of the gladdest day of the year.

THE SHEEP.

The sheep is chosen by reason of its close relation to the story of Christmas. It enters into many of the pictures of sacred art, and because of its innocence and gentleness was used by the famous painters of olden times to symbolize the Savior.

To the country child it is perhaps the pet most loved; he is very familiar with its habits and can tell much of its usefulness. On the other hand we find children in our city schools who have never seen one and to such children the study is most interesting. There are so many beautiful pictures that teachers should never be at a loss for helps on animal studies. If possible have a fleece of wool for study. Talk about the care a sheep requires; of the work of the shepherd. By story and illustration describe the washing and shearing of the

sheep. Lead the children to see how dependent they are upon it for winter clothing. Tell them the story of "John's Trousers," which illustrates the steps from the shearing of the sheep to the cloth ready for use.

Bring out the sheep nature; affection, docility, and gentleness. Its habits; why it needs care and protection. Use the Bible for illustrations. Tell the children of the wild sheep of the mountains. Have pictures and compare with the domestic sheep. Why are the ears of the wild one erect while those of the tame hang down? Which of the senses of the sheep are most developed? The following outline will suggest additional questions:

OUTLINE—THE SHEEP.

1. Obvious points. Size, shape, color, covering.
2. Kinds. { Domestic. / Wild.
3. Legs and feet. Compare with cow.
4. Teeth; chews a cud. What other animals do?
5. Neck.
6. Tail.
7. Horns.
8. Habits.
9. Use. { Flesh used for food. / Wool changed to clothing.
10. Wool. { Why this warm covering? / The shedding of the wool. / The washing and shearing. / The usefulness of wool.

THE CAMEL.

The Christmas work would be incomplete without the story of the three wise men who had waited so long for the coming of the Christ child. A little time given to the study of the camel will help the children to understand the modes of traveling in a desert country, and how this patient animal is so well adapted by its structure to its home and the life it leads.

Nearly all children have seen the camel. Pictures are easily procured and add much to the interest. Let the children make their own observations. They will tell about the hump, legs, feet, head and hair. Compare the camel with the horse. Where are the resemblances? Where are the differences? What is the food of the camel? Does the horse eat the same food?

Give the children an idea of a desert country. Use the sand-table for illustration. Have pictures of desert scenes and give vivid descriptions of the lives and customs of the desert roving people. Tell them of the great caravans crossing the deserts, through vast stretches of sand, extending miles and miles without a stream of water; then the little oases appearing in the distance to the joy of both traveler and camel. The sense of smell is so well developed in this animal that he can detect the presence of water at a great distance, long before his master. How the camel is able to travel so long without water and food will be not only interesting, but will show how different animals are adapted to the natural conditions of the countries in which they live. Speak of the usefulness of the camel as a beast of burden. How he receives his load. Observe the calloused knees and chest. Speak of the

training of the camel for its work. For additional suggestions see outline.

OUTLINE—THE CAMEL.

1. Obvious points, size, shape, color, covering, humps.
2. Kinds. { Arabian, single humped. / Bactrian, double humped.
3. Height, compare with horse.
4. Covering, compare with { horse. / dog. / sheep. / cow.
5. Teeth.
6. Food. { grass. / leaves. / dates. / beans. / grain.
7. Stomach.
8. Hump. { What it is. / Use of hump. / How increased.
9. Legs and feet.
   { Compare with leg and foot of horse. / Why the large and elastic pads?
10. Eyelids and nostrils.
   { A protection from the sun. / A protection from the sand. / How are these organs adapted to a sand storm?

11. Uses of the camel.

- A beast of burden. "Ship of the desert."
- The coarse hair is woven into cloth.
- The fine hair into artists' brushes.
- The flesh is used for food.
- The milk for drink.
- The skin for making sandals, bottles, and buckets.
- The Arabs call the camel the "Gift of Heaven."
- Why?

The Donkey may be studied in the same manner.

II. LITERATURE AND HISTORY.

The work of the autumn month serves as a fitting foundation for the Christmas thoughts. The gifts of the fields, the gardens, and the trees should be bound into one great whole, that of free and cheerful giving. As an appropriate close, give the story of the gift of a life to the entire world.

MEANING OF CHRISTMAS.

The Christmas thought of giving is no new one, but the significance of the gift of the Christ child may not be well understood by the children. Tell the children the Bible story in the most interesting manner. *Primary Education* says of the Christmas story, "It is a mine of descriptive material in itself. Why should children not learn of Judea and Bethlehem with the same eagerness with which they hear of the Eskimo and the tropical

islands?" By story, picture, and illustration, take the children with you on the journey from the humble home in Nazareth to Bethlehem. Why going to Bethlehem? Describe the journey. How long did it take them? Why was the donkey used for traveling? Tell of the arrival at Bethlehem and the new difficulties that awaited them. Where did they finally procure a place of shelter?

BIRTH OF THE CHRIST CHILD.

There in the lowly stable the little Christ child was born. On this same night, the shepherds were lying on the hillside with their sheep. What were the dreams of the shepherds? What did they see on awaking? What did they do? Have at this point, if possible, the picture entitled, "The Adoration of the Shepherds."

How fitting to close the Christmas stories with the narrative of the three wise men, who had waited so long and knew so well the meaning of the star. Each one, we may suppose, mounted upon a large white camel with silver bells and golden trappings, had started from his own country at the same time. From the west, the south, and the east they came, across the great hot desert, until they finally met and continued their journey together to Bethlehem. How beautiful the ending of the story. They knelt before the manger, the shepherds in their simplicity and the wise men in all their splendor, in worship and adoration of the Christ child.

In *Primary Education,* December, 1893, and 1896, are found excellent helps on the Christmas work. In "Ben Hur" read the chapters describing the home, journey, and meeting of the Hindu, the Greek, and the

Egyptian. Simplify these stories and adapt them to the children of the first year.

Leave with the children this lasting thought, that to the entire world comes the greatest of all gifts, the gift of the Christ.

"For the Christ child who comes is the master of all;
No palace too great and no cottage too small."

OUTLINE—CHRISTMAS WORK.

I. The Expectation of the Christ Child.
   1. The story of Joseph, the carpenter.
   2. The story of Mary. { Bible. / Legends.

II. The Journey to Bethlehem.
   1. The object of this visit.
   2. The mode of traveling. Why?

III. The Arrival at Bethlehem.
   1. The lodging place of Joseph and Mary
   2. The birth of the Christ child.

IV. The Shepherds.
   1. The work of the shepherds.
   2. The sheep, the dream, the star.
   3. The journey to Bethlehem.

V. The Three Wise Men. { 1. The Egyptian. / 2. The Hindu. / 3. The Greek.
   1. The journey of the Egyptian across the desert.
   2. His preparation to serve his friends.
   3. The meeting and greeting of the three.

4. The story of each. (Adapted.)
5. The journey to Bethlehem. (Picture.)
6. The gifts to the Christ child.

DETAIL FROM HOLY NIGHT—*Correggio.*

Stories.

1. "The Legend of St. Christopher," Child's Christ Tales, Andrea Hofer.
2. "The Fir Tree," Hans Andersen.
3. "Christmas in the Barn," Child's World.

Memory Poem.

Why do the bells for Christmas ring?
Why do little children sing?

Once a lovely shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger's cradle bright.

There a darling baby lay,
Pillowed soft upon the hay,
And its mother sang and smiled;
This is Christ, the Holy Child.
Therefore bells for Christmas ring,
Therefore little children sing.

—Eugene Field.

The Shepherds and the Babe.

Once a baby came to earth,
To a mother holy;
Angels told us of its birth,
In a manger lowly.

And the shepherds heard the song,
As they lay a-sleeping,
'Mid their sheep, beneath the stars,
Who silent watch were keeping.

When the angels went away,
They hurried to the manger,
And with gifts of new-born lambs,
They blessed the tiny stranger.

When they saw the lovely babe,
They left with joyous singing,
And from house to house they went,
The angels' message bringing.

—A. H. P.

Young Night Thoughts.

All night long and every night,
When my mama puts out the light,
I see the people marching by,
As plain as day before my eye.

Armies and emperors and kings,
All carrying different kinds of things,
And marching in so grand a way,
You never saw the like by day.

So fine a show was never seen
At the great circus on the green,
For every kind of beast and man
Is marching in that caravan.

At first they move a little slow,
But still the faster on they go,
And still beside them close I keep
Until we reach the Town of Sleep.

—From "A Child's Garden of Verse," by permission of Rand, McNally & Co.

III. NUMBER.

As in the preceding months, teach the fundamental steps by objects and illustrations. Continue the work on lines, using dimensions from one inch to six or eight inches. Preparatory to the line six inches give such exercises as the following: Boys and girls, show one inch on your rulers. Draw a line one inch long. Two inches on the ruler; draw the line. Have all draw together the same kind of line. Second line is how many times as long as the first line? How many of the first will it take to make one of the second? How long is the first? The

second? Two times one inch are how many inches? $2 \times 1 = 2$. Draw a line three inches; compare with lines one and two. Draw lines four, five, and six inches, following up the comparisons. Teach in connection the abstract forms 2×1, 3×1, 4×1, 5×1, 6×1.

RECTANGLES.

In teaching the rectangle 6×1 use the colored inch squares. Build up the rectangles 2×1, 3×1, 4×1, etc., to 6×1. How many square inches in the first? The children have the work before them and if properly directed can make no mistakes. How many square inches in the second rectangle? How long is the rectangle? How wide? Continue binding until the new step is reached and developed.

Now draw a horizontal line six inches long; at the right hand draw a vertical line one inch long; another at the left hand side; connect the vertical lines and cut out the rectangle. Measure on this rectangle one inch and fold; continue until the rectangle is folded into six square inches.

RECTANGLE SIX INCHES BY ONE INCH.

Now take the rectangle 6×1. Divide the colored squares into two parts. Put three in one row. Place the other three under the first. How long is this new rectangle? how wide? how many rows? how many square inches in a row? how many in both rows? how many times three square inches? Two times three square inches are how many square inches? $2 \times 3 = 6$. Compare this rectangle with the rectangle 6×1, as to length

and width; as to number of square inches. Teach line one foot, two feet, etc., in a similar way. Let this be followed by rectangles whose dimensions are 6×1 feet, 3×2. Have the children measure frequently the doors, tables, desk, etc., as to length and width. The teacher should give many lessons in drawing both from dictation and by working with the children.

For color work, in addition to the rectangles, make the hexagon by laying six equilateral triangles. Discuss sides, corners, shape, color, etc. Compare the hexagon with the pentagon. Teach the children to fold a six-pointed star from the equilateral triangle.

The half and third of six is easily worked out through form and color.

PROBLEMS.

The Christmas work in Nature study and Literature is full of suggestions for problems. Let these science problems have their place whenever opportunity presents itself.

OUTLINE OF NUMBER FOR DECEMBER.

1. The fundamental steps. Concrete.
2. The figure and word.
3. The abstract forms following the development.
4. Problems related to the Nature work.
5. The rectangle 6×1. 2×3. Compare.
6. Construct the hexagon.
7. Compare with the pentagon.
8. Money values.
9. Drawing, fences, doors, windows, etc.
10. Color and number.

IV. LANGUAGE.

ORAL EXPRESSION.

As new subjects are presented there comes the necessity for new expressions. The child looks at a beautiful picture and he immediately seeks for words to express his thoughts. He hears and enjoys a well-told story and wishes others to enjoy the same; so he reproduces it, adding new words to his vocabulary as new thoughts present themselves. He frequently hesitates for want of the right word, and here is the teacher's opportunity to give help just when it is needed. Every new word adds to his power of oral expression.

In the beginning of the year he expressed his answers in a single word, then a sentence or several sentences bearing upon the same thought. In addition to the work of former months encourage the oral reproduction of an entire story. As a preparation, tell the story simply, and make it so real and picture-like that the children can not but enjoy the reproduction of it.

REVIEWS ON WORDS.

To retain the words given from time to time requires daily drill and frequent tests. Throughout each month keep list of such words as are considered most important. Have these ready for the spare moments. The children may be asked to write as many as they can from memory. The teacher may use them for dictation, the children writing upon the board or in their tablets. Devices must be resorted to as a help in retaining words. Write a word upon the board. Who can tell what it is? Children get the form; teacher erases and has children write. Again,

place a list of words on the board; children point out certain words; erase a word and name it; name a word and have child erase it. Words requiring special drill should have a permanent place upon the blackboard until they are readily recognized.

LESSONS PRINTED FOR CLASS.

For reading matter have lessons printed from the animal studies and Christmas literature and history. By folding sheets of drawing paper into book form, and making them secure with paper fasteners, a booklet may easily be provided for each child. Each printed lesson is then mounted in these booklets as they are needed by the children. To have the child make his own reading book, to see it grow from time to time, has been found very interesting and helpful.

Printed stories, such as

Story of the Christ Child.

1. Joseph and Mary lived in Nazareth.
2. They went to Bethlehem to pay their taxes.
3. They rode on a donkey.
4. Joseph walked and led the donkey.
5. Many people came to Bethlehem.
6. The houses were all filled.
7. Mary and Joseph stayed in a stable.
8. The Christ Child was born in a stable.
9. Mary laid it in a manger.
10. We love the Christ Child.

The Shepherds.

1. The shepherds took care of the sheep.
2. They saw a light in the sky.
3. It was a bright star.

4. They followed the star.
5. It led them to Bethlehem.
6. The sheep came with them.
7. What did the shepherds see?
8. They saw Mary, Joseph, and the Christ Child.
9. The Christ Child was born in a manger.
10. The Christ Child was a Christmas gift to the whole world.

The Wise Men.

1. The wise men went to see the Christ Child.
2. They took spices to the Christ Child.
3. There were three wise men.
4. The wise men rode on white camels.
5. They went across the desert.
6. The desert was covered with sand.
7. One of the wise men made a house.
8. It was a tent.
9. The camel is kind.
10. It can go a long time without water.

V. THE ARTS.

Music.

The Christmas spirit comes largely through the Christmas songs. It is the month into which should come many of the beautiful hymns and songs arranged for the Christmas time. There seems to us a hidden meaning which shows itself in the happy faces of children, as they sing the sweet carols of the Christ Child. Let them sing often. Tell them of the little children in other countries who also sing their glad songs. Teach not only the music, but the words as well. Let the

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first-year children feel that the whole world joins in the chorus, that the music would not be complete without the help of each little voice. Teach this stanza:

"List the bells are softly pealing;
Joys of Christmas-tide they bring;
Let us all with gladsome voices
Join the angels as they sing."

December Songs.

1. "A Flock of Sheep," Marching Songs, Guy Burleson.
2. "Hark, 'Tis the Shepherd's Voice I Hear," Ogden.
3. "While Shepherds Watched Their Flocks by Night," Hymnal.
4. "Jesus is the Morning Star."
5. "Jolly Old St. Nicholas."
6. "Carol, Children," Jenks and Walker.
7. "Merry Christmas Bells," *Ib.*
8. "The First Christmas," *Ib.*
9. "Christmas Star."

Bethlehem Town.

I. Bethlehem Town, Bethlehem Town,
On thy dreams the stars look down,
On the hillside dark and deep
Shepherds watch their flocks of sheep.
Little Bethlehem Town,
Little Bethlehem Town.

II. Bethlehem Town, Bethlehem Town,
Stars have made for thee a crown,
Lo, the Glory of the hills,
Hark the Angel's song that thrills.
Glorious Bethlehem Town,
Glorious Bethlehem Town.

III. Bethlehem Town, Bethlehem Town,
On the hay so crisp and brown,

In a manger wide and deep
Lies the King of kings asleep.
Blessed Bethlehem Town,
Blessed Bethlehem Town.
Tune—"Silent Night."
—From Primary Education.

THEORY.

1. Continue the interval work.
2. Write simple melodies in numbers, having children sing.
3. Introduce the chart.
4. Have children able to sing from dictation the intervals that have been given; to give the syllable for a tone or group of tones which the teacher may sing, using la or loo or a word.

DRAWING.

Have drawing of pictures involving the three classes of lines as suggested in the number work.

With as few lines as possible represent the sheep, camel, and donkey. Pictures of the shepherds and their sheep out on the mountains, of Joseph and Mary on the way to Bethlehem, of the stable, the manger, and the cradle, are all available, and from these crayon sketches can be drawn for reproduction by the children. Beautiful pictures can be purchased for a trifle; educational magazines are sending them out as supplements, so there can be no excuse for the teacher's not making at least a small collection of such pictures as will be most helpful in the work of the school. The following pictures are among those suggested for the Christmas month:

1. The Adoration of the Shepherds.
2. St. Anthony and the Christ Child.—Murillo.
3. Madonna della Sedia.—Raphael.
4. Madonna St. Sistine.—Raphael.
5. Madonna.—Bodenhausen.
6. The Journey of the Wise Men.
7. The Shepherd and the Sheep.

WRITING.

Continue work of former months. Write words and sentences in connection with the language work. Have a writing lesson daily, with special drill on some letter or word. Teach spelling through writing. Insist on the best the children can do, but be careful not to discourage their efforts. Drill on such words as the names of the days of the week, the months, names of colors, etc. Let the writing mean something to the children.

Constructive Work.

DRAWING AND PAINTING.

1. Evergreen trees.
2. Christmas bells.
3. Star forms.
4. Piccola's shoe.
5. The holly.
6. Snow flakes.
7. Candle.
8. Stocking.

Making.

The time that young children take in making things for others is time well spent. Shall we not help them

to get away from the selfish thought of receiving only? "Oh, don't you know that giving is better than receiving?"

Much of this work must be coöperative, a kind of partnership between pupil and teacher. What shall be done in the first grade?

Christmas Booklets.

1. Small sheets of drawing paper.
2. Fold in book form.
3. Decorate edges.
   (1) Holly leaves.
   (2) Stars.
   (3) Bells.
   (4) Any simple border.
   (5) Scallop edges and gild.

The teacher may draw all or part of design, and the child color with pencil or water color.

4. Purchase the tiny Madonnas or any other suitable picture. Mount one in the center of decorated cover.
5. In the book may be placed the Christmas stories as they have been written from day to day. Scripture verses and short poems are likewise appropriate. Copies of Eugene Field's poem, "Why Do Bells for Christmas Ring?" may be procured, one being pasted in each child's book and given to him without comment.

Children do their best because the book is for mother or father, or to send far away to some dear friend.

Cutting.

1. Strips of gilt or yellow paper for chains. These

are used for schoolroom decorations or for the Christmas tree at home.

2. Take the four-inch square (bright colors).
   (1) Fold as for a book.
   (2) Cut in one-fourth inch strips, within a half inch of edge.
   (3) Unfold and glue edges.
   (4) Finish with paper handle and some gilt stars. A pretty lantern.

Chart Making.

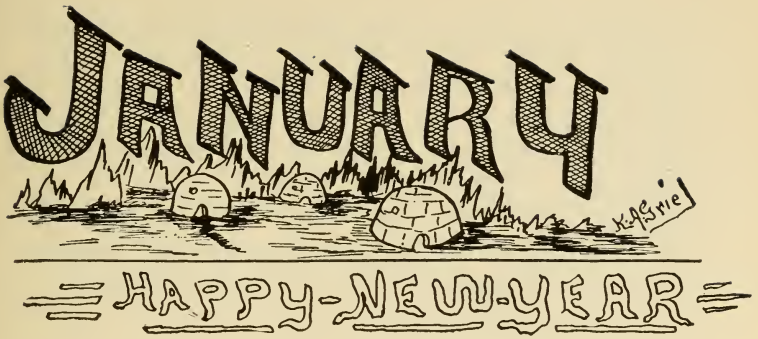
1. Collect different Madonnas.
2. Bethlehem, Nazareth.
3. Santa Claus pictures.
4. Animals.
   (1) Sheep.
   (2) Camel.
   (3) Donkey.
5. The Nativity.
6. Shepherds.

Arrange and mount. Place where children can see and enjoy the pictures.

Many beautiful little cuts are taken from the Sabbath-school papers, children's magazines, and educational papers.

Pasting.

See suggestions in number outline for December.



I. NATURE STUDY.

DIVISIONS OF TIME.

The beginning of a new year suggests a study of the way "Time" is divided. When the children return to school after the Christmas vacation, they begin not only a new day and month, but a new year as well. As a preparation recall the months that have passed since they entered school in September. What month followed September? Name the month in which Thanksgiving occurred. What shall we call these three months? Autumn. Was it cold when you started to school? Were there any flowers blooming? Were the trees bare as they now are? Allow the children to recall many of the changes that they have observed. They will say that it is colder now because winter has come. What is the first month of winter? The second? The third? What shall we call this season? The months may now be written upon the board and divided into the four seasons.

Next consider the divisions of time into months. Children know of their birthdays coming in a certain month. Ask questions. In which of the months was Thanksgiving? Christmas? When is your birthday? Tell the "All-the-Year Round Story," which is an excellent one for illustration. From a calendar on the board, on which the children know how to record the day of the month, and their observations of the weather, the division of time into months is easily understood.

MAKING CALENDARS.

The calendar also shows that four weeks make a month; that seven days make a week. Supply children with paper and rulers that they may make their own calendars. How is the day divided? How many hours? How long is the day? The night? What time do you come to school? Go home to dinner? How many hours is that? Teach the children how to tell time by the clock. Tell them the story of the "Discontented Clock."

The way time was reckoned long ago can be made very interesting by story and illustration. How the Indians measure it by the coming and going of the moon, with bundles of sticks, or by cutting notches in the trees.

Show the hour glass and observe the sand trickling through it. An illustration will serve if one can not be procured. Tell the story of King Alfred's lantern; of the burning of colored wax candles.

Conclude this work with the story, entitled, "The Fairy's New Year Gift." Let the aim be to present this story in such a way that the children may draw their own application.

I. Divisions of Time.

- 1. The Year
  - Seasons
    - Autumn.
    - Winter.
    - Spring.
    - Summer.
  - Months
    - Weeks.
    - Days
      - Divisions.
      - Hours.

II. How Time is Reckoned.

- 1. Ancient methods.
  - Water clock.
  - Sand glass.
  - Lantern.
  - Candles.
- 2. Modern
  - Clocks.
  - Watches.

III. How the Indians told Time.

- By the moon.
- By bundles of sticks.
- By cutting notches in trees.

ANIMALS.

The work on the Eskimo is preceded by a brief study of the bear, reindeer, seal, and dog. Show the children, through these lessons, how very dependent the people of the cold North are upon the animal life.

LIFE AMONG THE ESKIMOS—THE BEAR.

The bear supplies them with food, oil, and clothing. When father brings home the bear, there is a feast that always follows the hunt. In some parts of the polar regions the bear is considered the most useful of all animals.

THE REINDEER.

The reindeer is another animal necessary to Es-

kimo life. It not only supplies him with food, milk, and clothing, but becomes a substitute for the horse. The flesh is used for food; the milk made into cheese; the skin into clothing; the tendons into thread; the horns into glue; the bones into spoons.

THE SEAL.

The seal is studied as the other animals of the North, and, in addition, its importance as an article of commerce is considered. Have the children examine pictures carefully, naming obvious parts. What does the head of the seal resemble? The dog. What has it like other animals you know? It has whiskers like the cat. It has feet much like fins. The eyes are large and beautiful. The seal is gentle, loves and protects its young with a human-like affection. They live in families; many families congregate together. What is this called?

Bring out the dependence of the Eskimo upon the seal. Without its skin and flesh he would freeze and starve. The oil fills his lamp, and the skin is also used to cover his canoe. By illustration and story show how the seal is hunted; how it may be caught when young and tamed; its devotion to its master. Adapt and tell the story of "The White Seal."

THE DOG.

To the children the dog will prove the most interesting of the animals considered. They rejoice to know that their faithful friend has the same place among the little children of Eskimo land. These dogs are raised in the igloo, in company with the children, and receive from

them their earliest training. As they grow older the larger boys continue this training, so that by the time they are full grown they are ready to draw the sledge. Compare the Eskimo dog with the ones most familiar to us. Tell the children of their rough, thick coats. Why such a coat? Do they bark as our dogs do? The dog is usually gentle and affectionate. Is this true of the Eskimo dog? Why not? How many dogs make a team? How are they arranged? Tell about the feeding of the dogs. From "Seven Little Sisters" tell the story of Agoonack's Sled and her two brown puppies.

ANIMAL OUTLINES.

I. The Bear.
   1. Pictures and illustrations.
   2. Habits.
   3. Food.
   4. Covering—compare with seal.
   5. The love of the bear for its cubs.
   6. The use of the bear to the Eskimo.
   7. How the bear is hunted.
   8. How the bear kills the seal and walrus.
   9. The taming of bears.
   10. The training of bears.

II. The Reindeer.
   1. Pictures and illustrations.
   2. Obvious points.
   3. Use of { horns. / flesh. / milk. / hide. / bones.

4. How captured.
5. A substitute for the horse.
6. Compare speed with the horse.
7. The food of the reindeer.

III. The Seal.

1. Pictures and illustrations.
2. Obvious points.
3. Seal nature { Affectionate. / Gentle. / Docile. / Love of offspring.
4. The Rookery.
5. Comparative size of male and female.
6. Use of seal to the Eskimo.
7. The seal as an article of commerce.
8. How the seal is hunted.

IV. The Dog.

1. Pictures of Eskimo dogs.
2. Compare with well-known dogs.
3. The training of the Eskimo dogs.
4. The feeding. { What is their food? / How often fed?
5. Their powers of fasting.
6. How they are hitched to the sled.
7. The nature of the Eskimo dog.
8. Little Agoonack and her two brown puppies.

II. LITERATURE AND HISTORY.

JOURNEY TO THE NORTH COUNTRY.

Through the stories of "Agoonack" and "The Children of the Cold," we take our children to the land of

the Eskimo. Their knowledge of animal life prepares them to anticipate many of the customs of these strange people. Let us go with our children on an imaginary journey to this far-off country of ice and snow. Talk of journeys that the children have really taken. The teacher may tell of her travels. In our own room is a little boy who has lately come from Finland, and who delights to tell in his broken English of his voyage and the interesting things that occurred on the way. Another boy has been to the State of California and returned again. These subjects are discussed with the children in their homes, why not in the school? Now we are all going to the far-away land of the North. What direction is North? What comes from the North? The cold wind and the snow. What preparation must be made? We must get warmer clothes. We must take food with us. How shall we go? By railroad and ship. Tell the children of a ship voyage toward the North, of the giant icebergs which we shall see, appearing like high mountains in the water. What shall we see when we come to Eskimo land? The children will name the animals studied. Show pictures of the people. Why are these people so dressed? Where do they live? What do they eat? How do they travel? How would they hunt the bear, seal and reindeer? Let the children tell all they can, the teacher helping and suggesting whenever necessary.

THE IGLOO.

Draw the igloo and show how it is built from blocks of ice. Speak of the furniture of the igloo. Could we live as these people do? Show pictures of knives, spoons,

bowls, and shovel, telling how they are made. What are the playthings of these Eskimo children? Compare with the toys of our children. Show picture and describe an Eskimo doll. What are the sports of the older children? Why do they not have the same games as our boys and girls? Of what are the sleds made? Why?

The patience of the Eskimo is wonderful. He will work for six years in making a knife from a piece of iron. The women make their needles from bits of iron, and use for thread the sinews of the reindeer.

Many are the interesting stories which are told of these people and how well they adapt themselves to their surroundings. They are a cheerful, happy, and contented people. What impressions are to be left on our children from this study of the Eskimo and his country!

THE ESKIMO STORY.

The Eskimo study has been made very interesting by working out the leading parts of the story on the sand-table.

The children modeled clay bricks from which the igloos were built. A part of the sand-table was cleared and colored with crayon to represent the ocean. The sand represented the home of the Eskimo with here and there some moss and shrubs. Boats were modeled in clay or folded from stiff paper. Reindeer, bears, seals, and dogs were cut from cardboard and colored with pencil or water colors. Eskimo families were modeled in clay and placed about the igloos.

Pictures of the country and of Eskimo life were placed where children could observe the natural condition of the country and the life of the people. The Es-

kimo land, as it was called, was the center of interest to the children. They made fields for their reindeer and igloos in which to feed the dogs. They sent the fathers out in their boats to catch the seal or to kill the bear, for the Eskimo children's dinner. They not only learned about these people, but for the time they lived their lives.

Reference Books.

1. "Seven Little Sisters," Jane Andrews.
2. "Children of the Cold," Schwatka.
3. "Children of All Nations."
4. "The Animal Kingdom."
5. "All the Year Round," Winter.
6. "Animal Studies," American Primary Teacher, 1898.
7. "The Snow Baby," Mrs. Peary.

Poem and Song.—Air, "America."

Now comes the glad New Year,
To be a friend most dear,
If true we prove;
As glides the time away,
We'll give him day by day,
In all we do or say,
Kindness and love.
—L. F. Armitage in "American Teacher."

MEMORY POEMS.

The Little Clock.

"There's a neat little clock,
On its high shelf it stands,
And it points to the time
With its two little hands.

"May we, like the clock,
Keep a face ever bright,
With hands ever ready
To do what is right."

"Sixty seconds make a minute,
How much good can I do in it?
Sixty minutes make an hour,
All the good that's in my power.
Twenty hours and four, a day,
Time for sleep and work and play;
Days, three hundred sixty-five,
Make a year for me to strive
Right good things each day to do,
That I wise may grow and true."

In January.

How can a little child be merry
In snowy, blowy January?
By each day doing what is best,
By thinking, working for the rest;
So can a little child be merry,
In snowy, blowy January.

For a Happy New Year.

Suppose we think little about number one,
Suppose we all help someone else to have fun;
Suppose we ne'er speak of the faults of a friend,
Suppose we are ready our own to amend;
Suppose we laugh *with,* and not *at,* other folk,
And never hurt anyone "just for the joke;"
Suppose we hide trouble and show only cheer—
'Tis likely we'll have quite a Happy New Year!

—St. Nicholas.

This is the Way the Snow Comes Down.
(In Concert.)

This is the way the snow comes down,
Softly, softly falling:
So He giveth His snow like wool,
Fair and white and beautiful,
This is the way the snow comes down,
Softly, softly falling.

—Primary Education.

Turning New Leaves.

"Now, what is that noise?" said the glad New Year.
"Now, what is that singular sound I hear?
As if all the paper in all the world
Were rattled and shaken and twisted and twirled."
"Oh, that," said the jolly old Earth, "is the noise
Of all my children, both girls and boys,
A-turning over their leaves so new,
And all to do honor, New Year, to you."

The Glad New Year.

Who comes dancing over the snow
His soft little feet all bare and rosy?
Open the door, though the wild winds blow,
Take the child in and make him cozy.
Take him in and hold him dear,
He is the wonderful, glad New Year.

—Dinah Mulock Craik.

A Wind Song.

What does the North Wind say
When he swings in the pine-tree to and fro?
Oh, he sighs all day,
"Little flowers there below,
Cuddle down in your beds,
And cover your heads,
For I'm bringing the snow,
The cold, cold snow;
Oh, ho!"

What does the North Wind say
When he whistles and roars down the chimney so?
Oh, he sings all day,
"Little folks there below,
Little Nell, little Ted,
Hurry out with your sled,

For I'm bringing the snow,
The merry, merry snow;
Oh, ho!''

—Helen T. Eliot.

Where Go the Boats?

Dark brown is the river,
Golden is the sand;
It flows along forever
With trees on either hand.

Green leaves a-floating,
Castles of the foam;
Boats of mine a-boating,
Where will all come home?

On goes the river,
And out past the mill;
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.

—From ''A Child's Garden of Verse,'' by permission of Rand, McNally & Co.

III. NUMBER.

TIME PROBLEMS.

As far as possible, relate the number lessons to the nature work. Teach seven days in one week. This is a good time to fix the words Monday, Tuesday, etc. Give many problems relating to time. Have children draw familiar objects in groups of seven. Measure seven pints

of water. How many quarts in seven pints? What is the half of seven?

COLOR EXERCISES.

For color work give each child circles, squares or triangles. Teach arrangement of form and harmony of color. Measure a strip of colored paper seven inches long and one-half inch wide; another strip six inches long; another five, etc. With these strips arrange a color lesson. Place the longest strip near the lower edge of paper, the next above it one-half inch from each end. Continue until all strips are used. If a standard color and a tint, or a shade, are used, a pretty form and color lesson is the result. The seven colors of the rainbow, arranged in a similar manner, make an attractive and interesting lesson. Have children make attractive calendars.

OUTLINE OF NUMBER LESSONS FOR JANUARY.

1. The fundamental steps. Concrete development.
2. The figure and word.
3. Abstract work in the four steps.
4. Teach objectively ½ and 1-7 of 7; ½, 1-3, 1-9 of 9, etc.
5. A line nine inches long.
6. A line seven feet long.
7. A rectangle 8×1.
8. Liquid measure. Pints, quarts, etc.
9. Money values.
10. Color and number.

IV. LANGUAGE.

The oral and written language work of this month adds many new words to the vocabulary already learned. The names of months and days, of proper names, of the animals of the Northland, are added to the list as they occur in the development lessons.

Stanzas of poetry are given for development, for reading, and for memory drill. Teach the thought of the stanza, the arrangement of the lines, the use of the capital letters, and the marks of punctuation. Give much memory work, but do not memorize merely for the sake of memorizing.

Continue oral and written language work and sight reading from the board. The printed lessons from the nature and literature work supply the reading material. In addition, a first reader should be used. If possible, let each child have his own copy.

Printed sentences, such as

The New Year.

1. This is a new year.
2. It is called 1907.
3. The name of the first month is January.
4. A year has twelve months.
5. A month has four weeks.
6. A week has seven days.
7. How many days do we come to school?
8. Who has a birthday in January?
9. What is the New Year for?
10. "A year to be good in, and not to be bad in."

Time Stories.

1. The Indians told time with sticks.
2. They told time by cutting notches on the trees.
3. The Indians counted the months by moons.
4. A long time ago people measured time with the hourglass.
5. The hourglass had sand in it.
6. The sand ran through a little hole.
7. It took an hour for all the sand to run through.
8. Candles were used to tell the time.
9. King Alfred made a lantern.
10. We tell time by the clock.

Eskimo Stories.

1. Agoonack's papa made her a sled for her birthday.
2. The Eskimo makes his boat of bone and seal-skin.
3. The boys feed the dogs walrus skin.
4. Each dog has a name.
5. The Eskimo uses the sinews of the reindeer for thread.
6. The little girls help their mamas to sew.
7. The boys help their papas to hunt and fish.
8. The boys make sleds of ice and bone.
9. The boys like to play. They hunt the musk-ox.
10. Eskimo boys and girls like to play games.
11. Would you like to live as the Eskimos live?

V. THE ARTS.

Music.

THEORY.

1. Chart work daily.
2. The whole-note, half-note, quarter-note.
3. The meaning of the "rest."
4. The value of the whole-rest, half-rest, quarter-rest.
5. Continue scale and interval work

January Songs.

1. "The Little New Year," Jenks and Walker.
2. "The Old Year and the New," *Ib.*
3. "The Clock Song."
4. "Merry Little Snow Flakes."

DRAWING.

1. Draw, as simply as possible, the reindeer, bear, seal, and dog. Have children copy. Cover drawing and have the class reproduce from memory.

Drawings from Eskimo life
- Igloo.
- Sled.
- Boat.
- Shovel.
- Spoon.
- Dishes.
- Lamp.
- Knife.

Drawing
- Clock.
- Candles.
- Lantern.
- Hour Glass.

Model bricks (2×1) and build the igloo.
Show pictures of Arctic scenes.
Give sewing lessons on the animals studied.

WRITING.

1. The formation of letters.
2. The writing of words and sentences.
3. How to write a stanza.
4. Uniformity in regard to size of letters.
5. Do not allow careless writing in the first year.

Constructive Work.

Cutting, Arrangement, and Mounting.

The children have now used the ruler until they are familiar with every part. They are able to measure and cut lengths as directed. We have found the following color work excellent for comparing and fixing different lengths.

Material Required.

1. Paper for mounting.
2. Paste, brush, cloth.
3. Paper strips for cutting.
4. Scissors.

Direction.

1. Measure a strip one inch long.
2. Paste on upper left hand corner. (Teacher direct this.) We will call this "A." How long is A? Children, A is one inch long.
3. Cut a strip two inches long.

4. Paste it one-half inch below A, keeping the left hand side even.

5. What shall we call the second strip? Children will suggest B. Right.

How long is B?

How long is A?

How long are A and B?

Children readily see, and give the result.

How long is C? 3 inches.

How long is D? 4 inches.

How long are they together? A + B + C + D = 10 inches.

And thus you may go on until the strips are seven or more inches long.

Each added strip gives rise to new questions.

Give the children an opportunity to ask questions and make problems.

A pleasant game may be made from this work. One child says, I will be A; another B, C, D, E, until all the letters are used. Another child leads the game. Large capital letters are cut from tablet paper for each child. Leader says:

A and B? Ans. 3 inches.

A, B and C? Ans. 6 inches.

B + C + D? Ans. 9 inches.

C + E?

F less A?

G less F?

A and G?

Lines are drawn on the blackboard, representing the different lengths.

Questions:

Find a line three inches long.

Find a line five inches long.

Find a line four inches long.

Find the longest line, etc.

Change of work is recreation to the normal child and this color work fully illustrates that truth. He measures, cuts, compares, and mounts; he adds and subtracts.

Much of the work is done in the spirit of play and all of it is a pleasure to the children.

6. Cut a strip as long as A and B.

   Who will tell how long to cut it?

   What shall we call it? Call it C.

7. Paste it under B.

   How long is A? 1 inch.

   How long is B? 2 inches.

   How long is C? 3 inches.

   A + B + C = 6 inches.

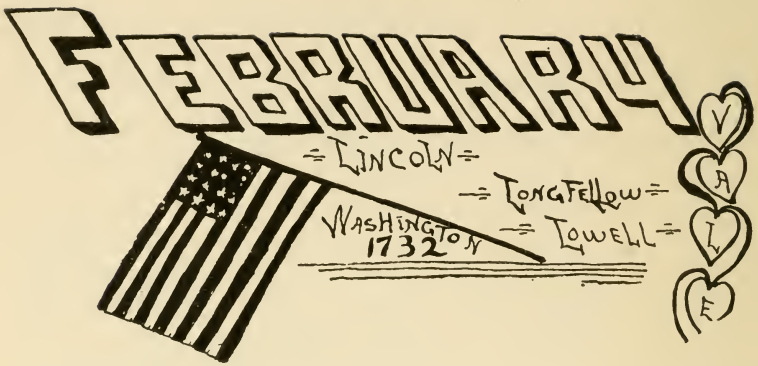
8. Show four inches on ruler.

   Cut a strip four inches long.

9. Paste this under C.

   What is its name?

   Its name is D.



I. NATURE STUDY.

In this, the last of the winter months, have the children watch carefully what Nature is doing. Observe the ground, river, trees, and bushes. Bring in some twigs and examine the buds. Is there any difference found in the buds? Are all alive? Probably the greatest fall of snow may occur this month. Seize the opportunity for its study. Catch some of the flakes on a black cloth. Examine them through a microscope. What a revelation the beautiful six-pointed crystals will be to the children. Draw pictures of snow crystals.

Bring out the uses of snow as well as the pleasures it brings. When does it snow here? When in Eskimo land? Where does it never or rarely snow? Tell the story of "The Little White Fairies," in All-the-Year-'Round series.

Animals.

The Horse.—Since the horse is so familiar to nearly all children, they will be able to give much that is inter-

esting in regard to the obvious parts. We have talked about the use of the dog to the Eskimo, of the donkey to people who travel over mountainous countries, and of the camel as the "ship of the desert."

Now let us compare the horse with these other beasts of burden. Why is he better suited to us than the other animals we have studied? What are the points of resemblance? What the differences? Bring out the many uses of the horse. What food and care does he require? Make a list of the different colors of horses. Call the children's attention to the eyes of the horse. Why placed so? What kind of feet? How does he walk? Let them tell you of the shoeing of the horse. Does this hurt the horse? Why not? Is the blacksmith always kind to the horse? Are all owners of horses as kind to them as they should be?

Talk with the children of the intelligence of the horse. Illustrate this by the story of "The Wise Old Horse" (see Child's World). Tell of wild horses and their traits; of the beautiful Arabian horses and the love of the Arab for his faithful friend. The story of "The Arab's Farewell to his Horse" will never be forgotten.

OUTLINE—THE HORSE.

I. Parts and their Uses
- Head.
- Body.
- Tail.
- Feet.
- Mane.
- Eyes.

II. Color
- Black.
- Gray.
- Sorrel.
- Bay.
- Brown.

III. Food
- Corn.
- Oats.
- Grass.
- Hay.

IV. Use
- Beast of burden.
- Driving.
- Draft.

V. Kinds
- Domestic.
- Wild.

VI. Characteristics
- Courage.
- Intelligence.
- Beauty.
- Affection.
- Swiftness.
- Strength.
- Memory.
- Docility.

VII. Illustrate characteristics by stories.

The Dog.—The dog is the child's favorite pet. There is no other animal with which he is so familiar. In many homes he is much loved, having the same privileges as the children. The dog is not only loved by children but by great men as well. This is especially true of the characters studied this month in the literature and history, and it is partly because of their love and humanity toward our dumb animals that they are given a place in the work for February.

Every child has a story to tell about *his* dog. Our children have trained their pets in much the same way that the little Eskimo trained his within the igloo. They know many of the habits of their dogs that older people do not observe. Give them every opportunity to relate their observations. One will tell how his dog can catch a rat. What kind of a dog is he? Is he large or small? Let teacher bring new knowledge about the rat terrier.

Another will tell how his dog can swim when he throws sticks into the water. Here tell of the bravery of the Newfoundland dog and his service to man. The

story of the dog's saving the life of a child will not be forgotten.

Tell of the noble St. Bernard dogs which are sent out every night to search the mountain passes for some traveler who may have lost his way. If they are told of brave "Barry" that saved forty lives and was given a medal for his services will it not quicken their admiration for and interest in all dogs?

Bring out the characteristics as found in the outline. What senses are most acute? Why? Prepare at least one story illustrating the nature and value of each of the dogs studied. The thought of kindness and sympathy will be further brought out in the work in history and literature.

OUTLINE—THE DOG.

I. Obvious parts and their uses.

II. Kinds
- Shepherd.
- Terrier.
- Hound.
- St. Bernard.
- Pug, etc.

III. Use
- Protection to man.
- For hunting purposes.
- Substitute for horse.
- A household pet.

IV. Characteristics
- Courage.
- Strength.
- Faithfulness.
- Love.
- Endurance.
- Beauty.
- Swiftness.
- Intelligence.
- Memory.
- Docility.

II. LITERATURE AND HISTORY.

All countries have their ideal men whose memories they cherish and honor. From the many whose lives are part of our history are selected the characters of Washington and Lincoln. The study of these men is adapted to any grade, but to none better than to the primary. We wish our children to have high ideals of character. Should not our teaching in history and literature lead to this? Is there any other way to teach lessons of truth, bravery, integrity, humanity, faithfulness to duty, than through the lives of great and good men and women?

There is a wealth of story and illustration connected with the lives of Washington and Lincoln, which is available to every teacher. Let it be a patriotic month as well as an historical one. Our boys and girls should understand in early life that loyal children are needed as well as loyal men and women; that strong traits of character are developed from childhood, as seen in the lives of these typical men, Washington and Lincoln.

THE STUDY OF ABRAHAM LINCOLN.

A Talk About Birthdays.—Children are always interested in the coming of their own birthdays, and the birthdays of those whom they love. The study of characters can be appropriately introduced by referring to this event in this way. Does any boy have a birthday this month? Who? Is there a little girl who has one? Let us write their names on the board.

Lincoln's Youth.—A great man that we are going to study about had his birthday in February. Would you like to know his name? It was Abraham Lincoln.

Shall we write it with the other names? Now we shall begin to talk about him when he was a little boy just like these boys.

Live over the life of Lincoln with the children. Let them become familiar with his early life and the hardships he endured. Picture the rude cabin in the woods without windows and doors, and its meager furnishings inside. Draw cabin on paper or blackboard. Tell the children of Abraham's queer clothes when he was a little boy. Why was he so dressed?

School Days.—His school life should be given and compared with the advantages of the boys and girls of the present. He walked two miles to school when he was five years old. What did he have for a slate? How long did he attend school? Only one year. Who helped him afterward? What books did he have? What happened to one of them? How did he pay for it?

Some Characteristics.—Bring out his kind and humane nature by the stories of the pig and the turtle. The smallest children can understand and will appreciate these stories from real life.

The children will anticipate the kind of man he became. Tell them of his unusual strength; how he could run, and jump and wrestle; and how deep he could plow the furrow. He could split more rails in a day than any other man in the neighborhood. Why was he called the railsplitter?

Close the work by telling the children in a very simple way of the condition of the Negroes in the South. Mr. Lincoln had gone among them, had seen them whipped and sold. What would such a man do? He would want to help them. So he did. The Negroes

were made free. He was so brave and kind and good that the people were glad to have him at the head of our great country. So we keep his birthday every year.

Will the boys and girls tell some of the traits they like best in Abraham Lincoln?

OUTLINE—ABRAHAM LINCOLN.

- I. Boyhood
  - Parents.
  - Home.
  - Education.
- II. Stories of Boyhood and Manhood
  - The story of the turtle.
  - The story of the pig.
  - The story of Blossom.
  - Benny's Reprieve.
- III. Traits of Character
  - Honesty.
  - Truthfulness.
  - Perseverance.
  - Kindness.
  - Industry.
  - Bravery.

THE STUDY OF GEORGE WASHINGTON.

We must remember another birthday in February. (Every teacher should have a large picture of each of these great men.) On looking at the picture the children will respond heartily. Let the children first tell you what they know about Washington.

Boyhood.—Begin the work with the little boy, Washington. This is new and always interesting to the little ones. Tell them the many stories connected with his childhood and boyhood life. Bring out his strong traits, truthfulness, kindness, and bravery. Draw the

first schoolhouse where "Hobby" ruled. There George played at "soldier," being always chosen captain by his schoolmates. Will this boyhood incident mean anything to the children? Let them make the application.

Mount Vernon.—Passing to manhood by story and illustration tell of his life as surveyor, soldier, citizen and statesman. Procure a picture of his home. Take the children with you on an imaginary trip to lovely Mount Vernon. Tell of the mansion house with its many rooms, and how they are still kept as nearly as possible as they were when he and Martha Washington lived there; of the deer park below the house and the grand Potomac at its edge, of the tomb where they sleep, surrounded by other members of the Washington family.

Honors.—Another interesting thing is the great monument with its many memorial stones erected to his memory in Washington City. Speak of the state and city named in his honor. When it becomes a fact to these children that their own county (Washington County, Pa.) and its largest town bears his name, will it not be a real thing to them? One state and very many towns, townships and counties are named after him. Why should all these honors be given to Washington? What must people do that they may be remembered and honored? These subjects are so full of interest and can be so well adapted to primary children that they can not fail to leave a higher conception of humanity and heroism.

OUTLINE—GEORGE WASHINGTON.

I. Boyhood { Parents. Home. Education.

II. Stories of his Boyhood and Manhood
- The planting of the seeds.
- The Cherry-tree*—Truthfulness.
- Riding the Colt—Courage.
- Little George Washington.
- Great George Washington.
- His pony, Hero.
- His love for dogs and horses.
- Story of Betsy Ross and the first flag.

III. Manhood
- Surveyor.
- Soldier.
- Statesman.
- Citizen.

IV. History of the Flag.
1. Design from Washington coat-of-arms.
2. Designed by George Washington.
3. Made by Betsy Ross of Philadelphia.
4. Adopted by Congress, 1777.
5. Number of stars and stripes.
6. Arrangement of each.
7. The addition of new stars.
8. Colors: Red, the language of courage and the emblem of war. White, symbol of purity and emblem of hope. Blue, language of loyalty, sincerity and justice.
9. How Betsy cut the star.

V. Washington Geography.

*It has been proven that the story of the cherry tree is only a myth, invented by a Rev. Mr. Weems to make his "Life of Washington" more salable.

There have been named in his honor one state, the capital of the United States, twenty-six counties, two hundred cities and towns. Pennsylvania it is said has twenty-four places named in his memory.

Reference Books.

"In the Child's World," Emilie Poulsson.
"The Story Hour," Kate Douglas Wiggin and Nora A. Smith.
"Animal Kingdom."
"Old Glory," Dr. A. E. Maltby.
"Stories from the Life of Washington."
"Stories from the Life of Lincoln."

MEMORY POEMS.

Politeness.

"If a lady on the street,
Or my teacher I should meet,
From my head my hat I take,
And a bow like this I make;
Now I fold my hands up so,
To my seat I softly go."

February.

Here is February,
Such a tiny thing;
She's the shortest daughter
Mother year can bring.

Washington's Birthday.

Preparation:

Pictures of Washington.
Mount Vernon.
Large flag.
Clusters of small flags.

Blackboard Illustrations:

The Cherry-tree.
The Old Schoolhouse.
The Planting of the Seeds.

Construction:

Washington hats.
Small hatchets.
Chains from red, white, and blue paper.
Sewing.—Border around Washington's picture.

SELECTED MATERIAL.

Exercises:

1. Song—America.
2. Salute to the Flag.
3. Song—Wave Our Bonny Flag on High.

Recitation:

I love the name of Washington,
I love my country, too.
I love the flag, the dear old flag,
Of red and white and blue.

4. Song—I Know Three Little Sisters.

I know three little sisters,
I think you know them, too;
For one is red and one is white
And the other one is blue.

Chorus.

Hurrah for the three little sisters!
Hurrah for the red, white and blue!
Hurrah, hurrah, hurrah, hurrah,
Hurrah for the red, white and blue.

I know three little lessons
These little sisters tell,
The first is love, then purity
And truth we love so well.
Chorus.

RECITATION FOR SIX LITTLE GIRLS.

All.

Six little girls are we;
Six little flags we see.
We have a word to say
On this glad holiday.

First Child.

Be brave like Washington.

Second Child.

Be kind to everyone.

Third Child.

Be true in all you say.

Fourth Child.

Be gentle in your play.

Fifth Child.

Be pure in act and word.

Sixth Child.

Be happy as a bird.

All.

Six little girls, etc.

We wear today the colors,
To which our hearts are true;
We wave them now above you,
The red, the white, the blue.

First Child.

Red like the rays of morning,
When comes the dawn's first gleam,

Within our glorious banner
Seven brilliant stripes are seen.

Second Child.

Pure as the snowflakes falling
Upon the mountain's side,
Amid the streaks of crimson
Six stripes of white abide.

Third Child.

And as the sky at evening
Enfolds the stars at night,
The blue field of "Old Glory"
Bears all its stars of white.

All.

Give we our grand old banner
The honor that is due
To freedom's sacred emblem,
The Red, the White, the Blue.

I think I'll be like Washington,
As dignified and wise;
Folks always say a boy can be
A great man if he tries.

And then perhaps when I am old
People will celebrate
The birthday of John Henry Jones,
And I shall live in state.

John Henry Jones is me, you know;
Oh, 'twill be jolly fun
To have a birthday set apart
Like that of Washington.

If all the trees were cherry-trees,
And every little boy
Should have like young
George Washington
A hatchet for a toy,
And use it in a way unwise,
What would we do for
Cherry pies?

Other countries, far and near,
Other people hold most dear;
Other countries ne'er can be
Half as dear to you and me
As our own, our native land;
By it firmly let us stand.

Review the early life of Washington. Children tell the stories.

March, children wearing hats and carrying flags to music,

Oh, Columbia, the Gem of the Ocean.

The Land of Counterpane.

When I was sick and lay abed
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bedclothes through the hills.

And sometimes sent my ships in fleets
All up and down among the sheets,

Or brought my trees and houses out
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him dale and plain
The pleasant Land of Counterpane.

—*From "A Child's Garden of Verse." By permission of Rand, McNally & Co.*

III. NUMBER.

It is necessary in the number work constantly to recall the lessons of the preceding months. The children are prepared for each new step by its association with what is already known. The number outlines are necessarily much alike, and upon some of these points no further suggestions will be made.

STUDY OF MONEY.

This month let us consider money values. The educational toy money is one of the necessary helps in the primary school. In some lessons children are early taught the value and use of money, and are able to conduct business transactions with surprising accuracy; but the majority of children need training in this direction. Teach the quick recognition of the different pieces of money. Make a collection of articles used in "keeping store" in the schoolroom. Teach value of money pieces by comparison. Give a row of children the dollar pieces; another row half-dollars; another quarters. Compare the values. First and second rows, compare. How many half-dollars must be exchanged for a dollar? What other name has the half-dollar? Compare the quarter and half-dollar in a similar manner; the quarter with the

dollar. It is surprising how children work out the comparative values of the different pieces.

COST OF COMMON ARTICLES.

Have the children estimate the cost of articles of food. What does a sack of flour cost? A paper of coffee? A pound of tea? A quart of beans? Molasses? Milk? What other articles are bought by the quart? Name articles bought by the pound. Talk about the cost of clothes. What does a hat cost? A pair of shoes? A suit for Herman? A dress for Edna? Give easy problems in which children are required to give "change." This work is useful and interesting to children because it enters into the problems of real life.

COLOR WORK FOR FEBRUARY—MAKING A FLAG.

In connection with the number work make a small flag from colored papers. From red paper measure and cut out a rectangular eight inches long and one inch wide. Fold this lengthwise and cut. Each flag will require seven of these half-inch strips. Take a small sheet of drawing paper and mount these strips, leaving a space of the white the same width as the red. Cut a small blue oblong for the corner. Upon this place thirteen stars. How many red stripes? What does the red mean? How many white? Why thirteen stars?* Children will need careful directing and help in this work, but facts in history and number will be permanently fixed in the doing. Teach the cutting of the five-pointed star, as Betsy Ross cut it. Why did she not approve of the six-pointed star?

*The original United States flag contained only thirteen stars, representing the original thirteen states. It now contains forty-six stars—one for each state in the Union.

LINCOLN CABIN.

In connection with the Lincoln study, a log cabin might be built by the children with the teacher's help. Lath, or, better, rods may be used for logs. This cabin building may be made the basis for a large amount of concrete number work, such as comparing, measuring, etc.

NUMBER OUTLINE.

1. The fundamental steps. Concrete.
2. The figure and word.
3. The abstract work.
4. Lines—eight inches; eight feet. Drawings involving the three classes of lines, using the new length.
5. The rectangles 8×1, 4×2.

   Comparison of rectangles { Length. Width. Area.

6. Money values { dollars. half-dollars. quarters. dimes. nickels. cents.
7. Lessons in buying and selling, using educational toy money.
8. Liquid measure. Teach eight pints in one gallon.
9. Problems related to nature study.
10. Color and number. Make a small flag by measurement.

IV. LANGUAGE.

FORMING PLURALS.

In connection with the phonic work, teach plural forms. Write a list of familiar words upon the board in the singular number. Give a drill on the sound of *s*. Teach first such words as form their plurals by the addition of *s* only. How shall we teach the little children the plurals of words? In a natural, easy way. What do we say when we have more than one book? The child says books. What sound did you hear added to the word book? The sound of *s*. When you see more than one bird, what do you say? Birds. Give a list of easy words in the singular, having children form the plural by adding *s*.

FORMING THE POSSESSIVE.

Teach the possessive form. John has a pencil. John's pencil is broken. Have the children tell the difference between the sentences. Who owns the pencil? John. Tell them that the mark between *n* and *s* shows the ownership. Have each child write his own name, showing that he possesses something. Have children write from dictation such forms as Mary's hat, Paul's book, Ernest's sled. Arrange a list of words from the nature and literature work. Have children use these words in sentences showing the possessive forms.

A LANGUAGE LESSON.

George.	George's hatchet was new.
pony.	The pony's name was Hero.
dog.	The dog's ears are long.
horse.	The horse's shoes are iron.
flag.	The flag's colors are red, white, and blue.

In conversation the children use both the plural and the possessive forms. Why should they not be a part of the language work of the first year?

PRINTED STORIES.

George and the Hatchet.*

1. George was fond of play.
2. His father gave him a little hatchet.
3. George took the hatchet and went into the garden.
4. He saw a young cherry-tree.
5. What did George do?
6. He cut the cheery-tree down.
7. George's father saw his fine tree cut down.
8. He asked George who did it.
9. George told his father the truth.
10. What did his father say?
11. He said that he would rather lose many cherry-trees than have his boy tell one lie.
12. Do you think that George was sorry?
13. What does this story teach us?

George and the Colt.

1. George Washington was fond of horses.
2. His mother had a pet colt.
3. George was brave and truthful.
4. He caught the colt and rode it.
5. The colt was much frightened.
6. It ran away with George.
7. It ran so long that it fell dead.

*See footnote on page ——.

8. George was very sorry.
9. His mother was sorry, too.
10. George had a little pony called Hero.

George and the Seeds.

1. One day George and his father went into the garden.
2. His father made a little garden bed.
3. He wrote "George" in the soft ground.
4. Then they planted some little seeds in the marks.
5. Soon after George ran to his father, and said, "Oh, father, come and see my name made of little green plants."
6. Why did the plants spell George?
7. We planted some seeds in the shape of a star.
8. What do you think we will see by and by?

V. THE ARTS.

MUSIC.

1. The National Hymn.
2. Drummer Boy.
3. Our Flag Colors.
4. We'll March Around.

DRAWING AND PICTURES.

Blackboard pictures of horse and dog, house, hatchet, hat, tree, sword, flag.

Have pictures of Washington and Lincoln.

Make charts of pictures of dogs and horses.

COLOR WORK.

Fold stars and make flag.

Cut the five-pointed star.

Make chains of red, white, and blue paper. Fold hat from paper.

Directions for making flag will be found in Dr. A. E. Maltby's book, entitled "Old Glory."

VALENTINE-MAKING.

Tell the story of good St. Valentine. Cut heart shapes from cardboard and decorate. Give children beautiful little sentiments of love and friendship to write on the cardboard, or in a booklet if one is made. Send these to parents, sick children or far-away friends. Other designs, as horseshoe, clover-leaf, circle, bird, flower, envelope, etc., are appropriate.

This little card so dainty,
So snowy white and fair,
Brings peace and loving wishes
For God's great love and care.

This little gift so precious
Is from a friend of thine,
Who wishes thee great happiness
And sends this valentine.

"We send you this sweet valentine
Your good, true heart to cheer,
And may the happiness it brings
Be with you all the year."
—From Loving Friends at School.

Here's a loving letter with a kiss and a squeeze,
I'd like to be your valentine—that is if you please.

February.

The proudest knight
  In all the land
Bows low to kiss
  His mother's hand.

If I say that I love you,
  Mama mine,
What more can I say
  For your Valentine?

If I were a river among the sweet clover,
  Or flitting thru' skies so blue,
I'd sing of my valentine, over and over,
  And carry a message to you.

If you my valentine will be
Accept these little flowers from me.

I. NATURE STUDY.

HARBINGERS OF SPRING.

The observing child does not need to be reminded that the harbingers of spring are already here. A few warm days and there is a visible change in all nature. The snow is gradually disappearing from the hillside and field, and the ice-bound river is again a thing of the past. The twigs begin to change their color, the pussy-willow stirs from its winter sleep, and the little crocus peeps through the ground.

THE BIRDS.

Every day the observations increase. The bluebird is said to come first from his southern home, arriving quite early in the month; he is followed closely by the robin. Notice the birds coming back again. Do they come back in flocks, in pairs, or singly? The male robins come several days before the females. Do they look as they did when they migrated south? What change is noticeable in the plumage? Do they sing on returning?

Are they restless or quiet? Encourage the children to observe the coming and habits of the returning birds.

THE TREES.

Early in the month study the maple-tree. Show pupils the charts of maple leaves which they mounted in the autumn. Consider the appearance of the tree now. What changes has it passed through? Where did the sap go during the winter? What is the sap doing now? It is running up the tree again.

MAKING MAPLE SUGAR.

Give lessons on the sugar-maple and sugar-making. Have the children tell you what they know about the tapping of a maple-tree, the gathering and boiling of the sap. How is the maple-sugar made? Have children see the conditions necessary for the flowing of the sap. Why tapped at this particular time of the year? Of what are the spiles made? Why? If possible, have some of the sap that the children may know its taste. Does the sap of the horse-chestnut tree or of the oak taste like the sap of the sugar-maple?

TWIGS AND BUDS.

Study carefully the twigs and buds of a few familiar trees and bushes. Observe the length and shape of the twig, its covering, and its arrangement upon the branch. Observe the buds as to size, color, covering, shape, position on the twig, and state of development. The lilac, horse-chestnut, pussy-willow, and maple are the most familiar to our children.

THE PUSSY-WILLOW.

Begin with the pussy-willow. Observe it day by day in its changing beauty and rapid development. Tell the story of the Pussy-Willow's Hood. Have the twigs in the class. What color are they today? Have they on their furs? Will they wear them long? Will the dress be the same color in a few days? We shall watch and see.

THE LILAC.

With the pussy-willow, or following it, study the twigs and buds of the lilac bush. Are the twigs similar to the twigs on the pussy-willow? Are the little buds the same color, and are they arranged on the twig in the same way as the fairy pussies? There is a great difference. Bunches of little buds placed opposite each other on the twig. Cut a bunch of pussy-willow and a bunch of lilac for the schoolroom. Put them in water, changing daily, and watch the rapid development.

STUDY OF BUDS.

Now turn to the maple-tree and look at the bunches of tiny red buds. How are they arranged? Compare these buds with the buds of the pussy-willow and the lilac. How do they differ in size? Color? Position on the twig? Look at the horse-chestnut. Compare it with the maple, the lilac, and the willow. How are the buds arranged? Where is the largest one? Where are the leaf buds? The flower buds? Examine the bud by removing the coat. Take off the scales one by one. Find the tiny leaf wrapped in its blanket. Compare this leaflet with the leaves mounted in the autumn.

Throughout the remaining spring months observe the development of these four varieties of twigs and buds. Do they change their color as they grow? How do they differ from one another in shape and size of leaf?. Watch for the blossoms of each. What is the color of the lilac? The pussy-willow? The maple? The horse-chestnut? Which one is the most beautiful? Which one the most fragrant? Which one does the honey bee visit? Which tree bears a nut? Is it an edible nut? Why called the horse-chestnut? Give the story, "How the Horse-Chestnut Received Its Name."

AIR AND WIND.

The variable month of March is selected for the special study of air and wind. Going back to the autumn the children will recall the work of the wind in the distribution of seeds. How it helped to strip the trees of their leaves and brought the nuts down. They will tell of the cold north wind bringing the snow and freezing the streams.

THE AIR.

We will now consider the air at rest. We wish the children to understand, not so much what it is, but that it is essential to all life. Fix this fact by conversation lessons, stories, and experiments. If all the boys and girls were taken from the room, what would still remain? The furniture. Remove that, and what remains? The children may say, "Nothing." Remove the crayon from the box. It is now filled with something else. What is it? The answer will probably be *air.*

We open the window. Why? To let in some fresh air. Was there not air in the room before? The answer will be that the air was too warm or that it was not good air.

What do we do with the air? Take it into the lungs. What kind of air should it be? We can now show how the air becomes impure in the room. How impure air taken into the lungs will eventually cause death. Illustrate by people being crowded together in small rooms without sufficient fresh air. Ask the children many questions by way of comparison. What kind of air comes from the open window? What kind comes from the radiator or stove? Where does the warm air go? Where does the cold air go? Show how heat expands air by the simple experiment of the bladder. Hold the bladder over the radiator. What happens? It becomes full. Why?

THE WIND.

Now talk about the wind. Can the children see it? Can they feel and hear the wind? What is the wind? It is the air moving about.

Have the children tell you what the wind can do. They will speak of its rocking the birds in the trees, driving the sailboats, turning the wind wheels, flying their kites, blowing off hats, and turning umbrellas. Name the four winds. Record daily the direction from which the wind is coming. Upon the board write a list of the uses of the wind. In another place show its destructive power. The many stories suggested in the literature work will make this study of wind and air both interesting and practical.

THE SUN.

The lessons about the sun should be introduced by questions that will lead the children to see the close relation between it and the plant and animal world. What causes the buds to swell? The flowers to bloom? The grass to look so green? Children will answer, Because it is growing warmer. Where does the heat come from? What comes from the sun besides heat? Could we live without heat and light? Do you think that buds and flowers could grow without heat and light from the sun?

Have you noticed any difference in the rising of the sun? Does the daylight come earlier than it did in the winter time? Then the sun must rise earlier. What about the setting of the sun? It sets later. Will the days be longer or shorter? What about the nights? They become shorter.

That the sun is many times as large as the earth is all that is necessary to say in regard to size.

It is very far away from us, and this makes it appear like a small body. The power of the sun's heat is brought out by the story, "The Wind and the Sun."

OUTLINE.

I. General Observation of Spring.

The disappearance of ice and snow.
The return of birds and bees.
The condition of the ground.
The winds of March.

II. Special Observations.

Twigs { Pussy-Willow. / Lilac. / Maple. / Horse-Chestnut. } Observe { Color. / Length. / Use. / Position. }

Buds { Shape. / Size. / Color. / Arrangement on twig. }

III. Use of Willow Wood { Chairs. / Baskets. / Easels. / Canes. }

IV. Kinds of Willow { Weeping-willow. / Weaving-willow. / Pussy-willow. }

V. How is the wood prepared for weaving?

AIR AND WIND.

Air { What it is. / Where it is. / Essential to life. / Pure air. / Impure air. / Cold air. / Heated air. }

Wind { What the wind is. / Direction of winds. / Kind of weather each wind brings. }

- Uses of Wind
  - Changes vapor to rain.
  - Turns windmills.
  - Turns weather-vane.
  - Moves sailboats.
  - Flies kites.
  - Carries seeds.
  - Dries clothes.
  - Helps the birds to fly.
- Destructive Power of Wind
  - Blows trees down.
  - Destroys plants and flowers.
  - Causes great sand storms.
  - Destroys ships at sea.
- The Sun
  - Size.
  - Position.
  - Use
    - Light.
    - Heat.

II. LITERATURE AND HISTORY.

The value of the willow-wood is taken up with the study of the twigs and catkins. The children probably know, or are led to observe, that the willow twigs are used for making chairs, mats, and baskets.

HISTORY OF WEAVING.

The history of weaving is one of the most interesting of the arts, as well as one of the most ancient. As far back as history goes, men have woven together twigs and reeds to form a rude shelter. The weaving of clothing is one of the three primal race occupations, the others being planting of food and building for shelter.

The simplest form of weaving is that which enters into the weaving of mats, which are woven from vegetable fiber.

THE WEAVER BIRD.

It is thought that the early savage races learned this art from studying and imitating the habits of certain birds. The greatest architect among birds is a native of Africa, which is known as the weaver bird, and which makes its nest from vegetable fiber. One of the birds stays inside the nest, the other outside, pushing the strip in and out until the nest is finished. Show the pictures of these wonderful nests. Why are they placed so high? How do these birds enter their nests?

This will lead to a discussion of the way in which our familiar birds make their nests, and prepare the children for keener observations during the time of nest building.

MAT WEAVING.

For weaving work the materials required are paper mats and weaving needles. The mats come in such beautiful colors, with corresponding tints and shades. Each child is furnished with a square mat, cut lengthwise into a number of strips. The strips in the first weaving lessons should be at least one-half inch wide. The margin is left uncut, and this forms the warp. For the woof give a corresponding mat, which is to be separated into a certain number of strips. These strips may be a tint or a shade of the warp, or they may be of any other color that will harmonize with the warp. The first weaving lesson must be the simplest form, consisting

of *over one, under one,* and continuing across the warp. The second row will be *under one, over one.* This is the way mats were first made from vegetable fiber, the weaver using a long stick where we use a needle.

These weaving lessons require patience and skill on the part of the teacher, and these virtues grow in the children as they watch the pretty mat growing under their fingers. Many other valuable lessons may be taught through the weaving work—neatness, industry, cleanliness, exactness, design. These all have a place in the weaving lesson.

Stories.

1. "Pussy Willow's Hood," Cat Tails.
2. "Pussy Willow," Child's World.
3. "The Maple Tree's Surprise," *Ib.*
4. "The Sun and the Wind," Esop.
5. "How West Wind Helped Dandelion," Child's World.
6. "Spring and Her Helpers," *Ib.*
7. "The Meeting of the Winds," *Ib.*
8. "North Wind at Play," *Ib.*
9. "Ulysses and the Bag of Winds."
10. "Hermes," Flora J. Cooke.
11. "What the Winds Bring," Steadman.

Reference Books.

"In the Child's World," Emilie Poulsson.
"The Child's Book of Nature," Hooker.
"The Republic of Childhood," Wiggin.

MEMORY POEMS.

March Wind.

Whichever way the March winds blow,
We may have rain or we may have snow;
Whether it blows to the east,

Or blows to the west,
The wind that blows,—
That wind is best.

Wind Play.

March now comes on his windy way,
And is always ready for fun and play;
Off the children's hats he blows,
Then hides and whistles, and away he goes.

—E. D. E.

The Lilac Bud.

"A smart little bud on a lilac twig
Whispered soft and low:
'The sunshine is bright and the air is mild,
So it's time to begin to grow.

" 'Yes, yes, yes,—time to begin and grow;
The sunshine is bright and the air is mild,
So it's time to begin to grow.' "

WHAT THE WINDS BRING.

The North Wind.

Which is the wind that brings the cold?
The north wind, children, and all the snow,
And sheep come scampering into the fold
When the north wind begins to blow.

The South Wind.

Which is the wind that brings the heat?
The south wind, Carrie, and corn will grow,
And peaches will redden for you to eat,
When the south wind begins to blow.

The East Wind.

Which is the wind that brings the rain?
The east wind, Arthur, and farmers know
That cows come shivering up the lane
When the east wind begins to blow.

The West Wind.

Which is the wind that brings the flowers?
The west wind, Bessie, and soft and low
The birds sing in the summer bowers
When the west wind begins to blow.

—E. C. Steadman.

In March Days.

Two little pussies
Came out one day,
One saw the other
Over the way.

"Good morning, sister,
How do you do?"
The other answered
With only a mew.

One gray pussy,
In great surprise,
Could hardly believe
Her little eyes.

"I could never
Stir from the bough;
That young pussy
Is walking now."

The other pussy
Went home with a bound;
"Mother Tabby,
Guess what I've found.

"A saucy kitten
Sat in a tree;
Wore a brown bonnet
And mocked at me."

—Kate L. Brown.

What.

"What do you think I saw
All bundled up in fur,
Swinging at ease on a willow spray?
Nine little pussies, plump and gray;
But I could not find a sign of a claw,
Not even a tip of a velvet paw;
What do you think they were?"

Spring.

"Spring is a little daughter,
The sweetest ever seen,
The grass comes up to meet her,
And all the trees are green.
How glad we are to see her
When first she comes this way;
I think we feel like saying:
'Dear Spring, please always stay.'"

Poem.

1. The March winds are blowing, so fierce and so strong,
They say to the pussies, you've slept long, so long,
We'll blow and we'll blow; yes, we'll blow you about,
So pussies, dear pussies, awake and come out.

2. The pussies are sleeping in snug beds of brown,
At the call of March winds they awake and look round,
For they have been resting the whole winter long,
And welcome the call of the March wind's wild song.

The Wind.

I saw you toss the kites on high,
And blow the birds about the sky,
And all around I heard you pass
Like ladies' skirts across the grass—
Oh, wind a-blowing all day long,
Oh, wind that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
Oh, wind a-blowing all day long,
Oh, wind that sings so loud a song!

Oh, you that are so strong and cold,
Oh, blower, are you young or old?
Are you a beast of field and tree
Or just a stronger child than me?
Oh, wind, a-blowing all day long,
Oh, wind, that sings so loud a song!

—*A Child's Garden of Verse.*

III. NUMBER.

Teach the number work of *Bud Study* for March largely through the nature work. Buds are placed singly, in pairs, or in clusters. They are alternate or opposite. Make use of this arrangement in the number lessons. Count the buds on the twigs. Count them by twos and make the addition. Take groups of buds, as the maple. How many in the group? How many ones? Twos? Threes? Draw a twig with three "pussies" on it. Draw another with two times three. Another with three times three. Problems. Abstract statements. $3 \times 1 = 3$. $3 \times 2 = 6$. $3 \times 3 = 9$.

WEAVING EXERCISES.

Teach number through the weaving. Have the children weave from dictation, counting the number of times *over* and *under*. Measure twigs and branches. Gather the long twigs of the swamp willow for foot measurement. Encourage children to make problems relating to the subjects considered.

Outline of Number Lessons for March.

1. The fundamental steps. Concrete development through nature work, especially by study of buds.
2. The figure and word.
3. The abstract forms.
4. Teach the equal fractional parts of nine.
5. A line nine inches long. Compare with eight inches, seven inches, etc.
6. A line seven feet long. Comparisons.
7. A rectangle 9×1 feet or inches. Teach sq. ft.
8. A rectangle 3×3 feet or inches.
9. Compare these rectangles as to shape, length, width.
10. Lessons in buying and selling.
11. Color and number.
12. Weaving problems.

IV. LANGUAGE.

COMPOSITION.

The plan of the children's composition work should be uniform throughout the class. Teach them as early as possible the form to be observed in the language lesson. Every child should know where to write Room 1, the month and date, and his name. In the sentence work he must know where to begin the writing, how wide the margin at the left side of the paper should be; to place a capital letter at the beginning of the sentence, and the proper mark of punctuation at its close. There will not be many mistakes in the spelling if the children have

seen nothing but correct arrangement of letters into words. The writing to be copied by the children should be a model worthy of imitation. Careless writing by children is usually the outgrowth of careless work by the teacher.

READING.

Give as much time as possible to the reading. In addition to the printed lessons, make a collection of easy stories for quick sight reading. Several excellent books are now available for primary reading.

PRINTED LESSONS.

The Wind and the Sun.

1. The wind met the sun in a field.
2. The wind said, "I am very strong."
3. The sun said, "I am strong, too."
4. Each one thought he was stronger than the other.
5. The wind laughed at the sun.
6. A man was walking in the field.
7. The man had a cloak on.
8. The wind tried to take off the cloak.
9. The wind blew very hard.
10. The man held the cloak tight around him.
11. The sun tried to take off the cloak.
12. The sun was very hot.
13. The man was too warm.
14. He took off the cloak.
15. Which was the stronger, the wind or the sun?

Air.

1. Air is everywhere.
2. We cannot see the air.

3. We can feel the air.
4. Heat expands the air.
5. We put the rubber ball on the radiator.
6. The radiator was hot.
7. What did we see?

Wind.

1. Wind is moving air.
2. The wind moves the ships.
3. The wind dries the clothes.
4. The wind flies the kites.
5. The North Wind brings ice and snow.
6. The South Wind brings birds and flowers.
7. The East Wind brings fog and rain.
8. The West Wind brings clear weather.

V. THE ARTS.

Music.

March Songs.

1. "Over the Bare Hills Far Away," Jenks and Walker.
2. "Pussy-Willow Song," *Ib.*
3. "Which Way Does the Wind Come?" Eleanor Smith's Songs.
4. "The Windmill," Jenks and Walker.
5. "Weaving Song," *Ib.*
6. "Sewing Song," *Ib.*
7. "Mr. Sun is a Jolly Fellow."
8. "Songs of the Winds."

Song of the Winds.

I am the North Wind strong and bold,
Blow, blow, blow;
I bring the sleet and ice and cold,
Blow, blow, blow;

I bring the snowflakes light and gay,
Children with these rejoice to play,
Dear little fairies all are they,
Blow, blow, blow.

I am the East Wind mild and dry,
Blow, blow, blow;
Over the desert sands I fly,
Blow, blow, blow;
Chasing the sun from morn till night,
Over the mountains out of sight,
Filling the forest with delight,
Blow, blow, blow.

I am the West Wind wild and warm,
Blow, blow, blow;
I bring the rain and roaring storm,
Blow, blow, blow;
Gently I lift the clouds of rain
Over the hot and thirsty plain,
Gladly I freshen the fields again,
Blow, blow, blow.

I am the South Wind low and sweet,
Blow, blow, blow;
I bring the daisies at your feet,
Blow, blow, blow;
Gently I bring on balmy breeze,
Flowers and buds and leafy trees,
Lambkins and birds and busy bees,
Blow, blow, blow.

DRAWING.

1. Drawing twigs and buds of the trees studied.
2. Painting the twigs in water colors.
3. Paper weaving and basket making.
4. Paper folding; sailboat; pinwheel.

5. Illustrate, "The North Wind at Play."
6. Illustrate poem, "In March Days."
7. Illustrate story, "The Sun and the Wind."

WRITING.

See suggestions of former months.
See composition work for March.

I. NATURE STUDY.

"Then let us sing and praise,
And thank the Father dear,
For April is the fullest month
Of all the children's year."

What a wide field for observations! Every day new flowers are welcomed; birds are returning and bird voices make glad the world around. Sunshine and shadow, thunder storms and laughing showers, all tell the story of fitful April.

RESURRECTION STORY.

In the morning exercises tell the Bible story of the resurrection. Sing the hymns of Easter time and the songs of returning life in all nature. The awakening to new life is the underlying thought for the month. Martin Luther said, "Our Lord has written the promise of the resurrection, not in books alone, but in every leaf in spring time."

THE COCOON.

Take the cocoon and recall how in the autumn it spun the little cradle and prepared for its winter sleep.

It is apparently dead. What will soon come forth from the dead-looking cocoon? The beautiful butterfly. Why is the butterfly so often put upon our Easter cards? Why the little chicken and the egg? Why the rabbit? Why do we color eggs at Easter time? Tell the children of the customs of other countries in celebrating this festival.

SPRING FLOWERS.

The spring flowers are enthusiastically welcomed by the little children. The dainty bloodroot and frail anemone are among the first to find their way into the schoolroom. How carefully Mother Nature has protected the bloodroot by wrapping the curled leaf around the lovely flower. The delicate anemone (windflower) has an abundance of food stored away in an underground stem. Read Lucy Larcom's pretty poem, "The Wind Flower."

JACK-IN-THE-PULPIT.

Jack-in-the-pulpit grows in abundance and is a great favorite. Anticipate the thoughts and questions of the children. Why called Jack-in-the-pulpit? What is his text? His sermon? Where is his pulpit? The children may observe the plant throughout the summer and notice the changes in appearance. By what other name is it known? Is it of any use to man?

THE TRILLIUM.

The Trillium (Wake Robin) is another interesting spring flower. Observe it carefully. How many petals? How many sepals? Look at the pistil. How many horns has it? How do the parts of the trillium

compare with the parts of the anemone? The bloodroot? Why do you think it has been named "Trillium"?

Take up other spring flowers as they appear. Almost every flower has its myth or legend. Give these in connection with the conversation lessons. The legends of the dandelion, the iris, and the forget-me-not are among the many beautiful ones with which the children should be familiar.

SPECIAL WORK.

Study of Seeds.

Through the conversation lessons bring out the observation relating to the preparation of the gardens and the fields for the planting of seeds. Recall the gathering of the harvest and the value of grains and seeds as articles of food. Now the seed is to be studied as the organ of reproduction. Bring before the children the familiar seed used in the autumn work. Among these are the corn, the bean, the pea, and several varieties of nuts. Compare the bean and the corn as to size, shape, and color. Call attention to prominent marks of distinction in such nuts as the walnut, horse-chestnut, hickory-nut and acorn.

The first lesson is the study of the dry seed. How is the seed covered? How protected? Can the coat be removed? Why not? Is there life in the seed? How is the life brought forth? The seed must be planted. Thus lead the children to see the other conditions to plant-life, heat, light, and moisture.

GERMINATION.

Soak the bean, pea, and corn. Remove the skin carefully and find the tiny plantlet within. Compare the bean and corn as to the position of the little plantlet. Of what use are the thick parts of these seeds to the embryo plantlet? Nature prepares food for the young plantlet, just as parents provide for their children.

Plant seeds in the room under different conditions. Place a piece of moist cotton on top of a glass filled with water. Sprinkle the cotton with flaxseed. Observe the rapid growth. Tiny green leaves form a mass of foliage, while silver hair-like roots grow downward. Prepare window boxes for seed planting. Into one put good soil, into another poor soil and into a third, sand. Plant and observe the difference in growth under the different conditions. Plant another box, keeping it away from the light. What is observed? Notice the growing plants. In what direction do they tend? Why? Plants seek the light. Examine the plantlets frequently. Compare the corn and bean as to their leaves. Was there anything in the seed to indicate that the bean would have two cotyledons and the corn only one?

THE GROWING PLANT.

Study now the three parts of the plantlet, root, stem, and leaves. What is the work of the root? Compare it with the stem. How is the root fed? Show the dependence of stem and leaf upon the root. What additional food do the stem and leaf require? Keep a few of the bean plants. Shortly the blossom will appear, then the food. The children will thus understand the circuit of

growth from seed to seed by having it brought before them daily, and having their attention called to the successive steps in the development.

If possible small garden beds should be prepared in some suitable place in or near the schoolyard (See September Nature Work), and these should be planted and tended by the children under the teacher's guidance.

APRIL OBSERVATIONS.

I. The Awakening to New Life.
   1. The flowers from the earth.
   2. The leaves on trees and bushes.
   3. The butterfly from the cocoon.
   4. The chicken from the egg.

II. Flowers for Observation.
   1. Anemone—Wind Flower.
   2. Bloodroot.
   3. Jack-in-the-pulpit—Indian Turnip.
   4. Violet.
   5. Dandelion—The Day Star.
   6. Forget-me-not.
   7. Trillium—Wake Robin.

III. Seed Study.
   - The dry seed.
   - The soaked seed.
   - Seeds planted under different conditions.

IV. Germination.
   - On cotton or sponge.
   - In good soil.
   - In poor soil.
   - In sands.

V. The Plantlet. { Root. Stem. Leaves.

SCHOOL GARDEN.

1. Preparation of soil—plowing, spading, raking.
2. Measuring garden bed.
3. Measuring paths.
4. Measuring border.
5. Selecting seeds.
6. Planting.
7. Watering when necessary.
8. Weeding and working beds.

Lettuce, radishes, beets, beans, onions, and peas were planted. These vegetables were selected so that the children might have their products to use before the close of the term. A border was made along the eastern side of the plat which was given to those who wished to plant flowers. The southern part of the plat was reserved for our schoolroom plants.

Groups of children were given a period each day to care for their garden beds. The garden was open in the evenings for those who wished to work at that time.

It was an entirely new experience for many of the children, and valuable lessons in nature, geography and number grew out of the experiment.

COMPARISON OF THE CHICKEN AND DUCK.

The chicken and duck are familiar and may be selected as types of scratchers and swimmers.

OUTLINE—THE DUCK.

[Have live specimens of duck and chicken before the class.]

I. A Water Bird.
- Children name parts.
- Where often seen?
- Form. Compare with the chicken.

II. Food.
- Worms.
- Insects and Slugs.
- Water plants.
- Grass.
- Bread.

III. Feet.
- Compare foot with that of the chicken.
- Why has the duck a webbed foot?
- How many toes on each foot?

IV. Legs.
- Compare with chickens as to length, size, and position.
- Does the duck walk? Can it run?

V. Feathers.
- Examine feathers. They are close, thick, and warm.
- Some are long. Some are short.
- They are beautiful in color.
- Bring out the use of the feathers to the duck. The use to man.
- Compare with the feathers of the chicken.
- Does the chicken like to be out in the rain? Does the duck? See poem.

VI. Bill.
- Compare the bill of the duck with the bill of the chicken.
- Compare their food.
- Has the duck teeth? Has the chicken?
- How is their food digested?

VII. Hatching.
- Compare the nests of the duck and the chicken.
- Have eggs of each and compare as to size, shape, and color.
- The duck sits upon its eggs four weeks.
- The hen sits three weeks.
- Which of the two is the better mother?
- What are the young of the duck called?
- The young of the chicken?

II. LITERATURE AND HISTORY.

THE MOON AND STARS.

The Indians call April the Moon of Starry Nights. The nights are unusually brilliant. Have the children observe the splendor of the April skies. Follow the moon from the crescent to the full, thence to the crescent again.

Tell the Indian story of the four dragons whose duty it was to eat the moon. Explain simply the source from which the moon receives its light. Compare the light of the moon with the light of the sun. What do

the children see in the moon? Not all will see the same picture. Tell the children the "Moon Stories" of the different countries.

Observe the stars. Children report their observations. Some stars twinkle. Some look like the sun. Some are larger than others. Locate with them the evening star, the milky way, and the great dipper. See the stories adapted to these lessons in the outline.

FRIEDRICH FROEBEL.

The picture of Froebel has a place in the primary room as well as in the kindergarten. Let the children know that he was a great teacher, and better still, that he was the friend of the little children. April brings the anniversary of his birthday. Plan the work of this day so that much of the kindergarten material may be used. Give a folding lesson from the colored squares and a weaving lesson, using the prettiest of the mats. Tell the story of his life, beginning with the little boy, Froebel. See suggestions in outline.

Commit the following stanza:

"April brings the springtime flowers,
And wakes the Easter morn;
April is the merry month
When Froebel, too, was born."

OUTLINE—FRIEDRICH FROEBEL.

Froebel as a Little Boy.

1. His home and parents.
2. His lonely life.
3. His love for birds, flowers, and animals.

4. How he tried to build churches from pieces of wood.
5. His school life.

Froebel as a Man.

1. He becomes a teacher.
2. He names his school boys. Why?
3. Froebel's gifts.
4. Froebel and the home.
5. Froebel's death.
6. Show the plan of the monument erected to his memory.

Stories.

1. "The Life of a Bean,"—Plant Life. Florence Bass.
2. "The Straw, the Coal of Fire, and the Bean," Grimm's Fairy Tales.
3. "The Pea Blossom," Hans Andersen.
4. "The Farmer and the Birds," Child's World.
5. "The Lost Chicken," *Ib.*
6. "The Story of Speckle," *Ib.*
7. "The Street Musicians," McMurry's Classic Stories.
8. "The Ugly Duckling," Andersen.

Flower Legends.

1. "The Legend of the Dandelion," All the Year Round. —Spring.
2. "The Legend of the Iris," Stories from Flower Land.
3. "The Forget-me-not." See memory poem.
4. "The Legend of the Anemone." See memory poem.

Moon Stories.

The Greek Story—"The Moon Maiden," Wiltse.
The Hindoo Story—"The Rabbit," Wiltse.
The Egyptian Story—"The Moon God," Wiltse.
The Iceland Story—"Jack and Jill," Fiske.
The Indian Story—Cooke's Myths.

THE HISTORY OF A SEED.

[Make suitable illustrations for each stanza on the blackboard.]

1. The Seed.

Only a little seed,
Very small indeed,
Put it in the ground,
In a little mound,
Then wait and see
What it will be.

2. The Vine.

The seed became a lovely vine,
That o'er the brown earth loved to twine,
At our feet so very low
Went on and on to grow and grow.

3. The Flower.

The summer's rain, the summer's shine,
That wet and warmed the pretty vine,
Had somehow quite a wondrous power,
That wrought a lovely yellow flower.

4. The Fruit.

The little flower grew and grew,
In sun and shower and moistening dew;
And when the leaves began to fall,
There lay a lovely yellow ball,
The prize for harvest best of all."
What was the fruit?

Jack-in-the-Pulpit.

Jack-in-the-pulpit is preaching to-day,
That's what the birds and the children say;
Preaching a sermon for them, you see,
Not heard by old-folks, like you and me.

The birds trill his text o'er, "Springtime is here,"
And children quick echo, "Oh, Dear, Oh, Dear;"
Jack talks of tops, and marbles, and hoops,
Balls and bats, with no hint of books.

For out in the woods, Jack holds church,
And who wants lessons with smell of birch,
And odor of violets and all things sweet,
And birds with chorus of "Tweet!" "Tweet!"

Haven't you seen them, the boys and girls,
With laughing eyes and hair all curls?
Running to hear Jack's sermon, they say,
For them and the birds, this sweet spring day.

—Ellen Le-Garde.

Memory Poem.

"Who likes the rain?"
"I," said the duck, "I call it fun,
For I have my little rubbers on;
They make a cunning three-toed track
In the soft, cool mud; quack! quack!"

"I," cried the dandelion, "I,
My roots are thirsty, my buds are dry;"
And she lifted a towsled yellow head
Out of her green and grassy bed.

Sang the brook: "I laugh at every drop,
And wish they'd never need to stop
Till a big, big river I grew to be
And could find my way out to the sea."

"I," shouted Ted, "for I can run,
With my high-top boots, and the rain-coat on,
Through every puddle and runlet and pool
That I find on my way to school."

—Clara Doty Bates.

April.

"Good morning, sweet April,
So winsome and shy,
With a smile on your lip
And a tear in your eye.
There are pretty hepaticas
Hid in your hair,
And bonny blue violets
Clustering there."

The New Moon.

Dear mother, how pretty
The moon looks to-night!
She was never so cunning before;
Her two little horns
Are so sharp and so bright,
I hope she'll not grow any more.

If I were up there
With you and my friends
I'd rock in it nicely you'd see;
I'd sit in the middle
And hold by both ends,
Oh, what a bright cradle 'twould be!

I would call to the stars
To keep out of the way,
Lest we should rock over their toes;
And then I would rock
Till the dawn of the day,
And see where the pretty moon goes.

And there we would stay
In the beautiful skies;
And through the bright clouds we would roam.
We would see the sun set,
And see the sun rise,
And on the next rainbow come home.

—Mrs. Follen.

The Swing.

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

Suggestive Poems.

"Twinkle, Twinkle, Little Star," Jane Taylor.
"The Stars are Coming," Nature in Verse.
"The Sunbeams," Emilie Poulsson, *Ib.*
"Stop, Stop, Pretty Water," Mrs. Follen, *Ib.*
"The Little Red Hen," *Ib.*

—*Child's Garden of Verse.*

III. NUMBER.

Nature's arrangement of petals and sepals, of calyx and corolla, of stamen and pistil, certainly teaches that number may be largely taught through nature. Many of the early flowers are simple in their construction, and may be made a valuable help in teaching the "four steps" in number work. If one corolla has five leaves, how many leaves have two corollas? The problem is vastly more interesting than a book problem, which perhaps bears no relation to the child's interests.

This being the Froebel month, bring color lessons into the number work. Grouping of circles and triangles and squares into beauty forms. Mounting of the spring

flowers in groups. Group of stars cut or folded from colored papers. Drawings of ducklings and young chickens growing out of the literature work. Number and nature go hand in hand in the month of April.

OUTLINE OF NUMBER LESSONS FOR APRIL.

1. The fundamental operations. Concrete.
2. The writing of numbers.
   Explain unit's place; ten's place.
3. Money lessons. (Educational toy money.)
   Teach: Ten cents in one dime.
   Ten dimes in one dollar.
4. Problems in buying and selling.
   Children estimate values. What can be bought for a dime? A dollar? Five dollars?
5. Teach 1/2 and 1/5 of 10.
6. A line ten inches; a line ten feet.
7. A rectangle 10×1. Another 5×2.
   Compare rectangles as suggested in previous outlines.
8. Arrange all known combinations into tables. Give daily drills in quick work. Arrange the other three steps likewise.
9. Arrange color work in mounting lessons, using ten circles, ten triangles, ten squares.
10. Science problems related to the nature work.

IV. LANGUAGE.

READING.

I. Selected lessons from "Stories for Young Readers." Florence Bass.

1. Spring Rain.
2. The Wind and the Sun.
3. Stories of the Dandelion.
4. The Life of a Bean.

II. Selected Reading Lessons from "All the Year Round." Spring.

1. The Bean Plant.
2. The Straw, the Coal, and the Bean.
3. The Pea Vine and Blossom.
4. The Trillium.
5. The Dandelion; also, The Legend.
6. The Duck.
7. The Hen.

SCRAP CARDS FOR READING.

Supplementary reading may be arranged by the teacher who is not fortunate in having many books provided. Make clippings from educational papers. Mount the lessons on cards and arrange in sets adapted to the time of the year and the subject under consideration.

Many short myths and legends referred to in the outlines will provide excellent material for oral reproduction. Encourage and insist on the child's telling a connected story. Write short stories upon the board for sight reading. Have the same stories copied, insisting on the best the children can do. Follow other suggestions found in former months.

Printed stories, such as

The Bean.

1. We had some beans in a box.
2. The little seeds were asleep.
3. We put them to bed in some earth.

4. The earth made a nice cover for them.
5. The little beans will soon wake up.
6. They will begin to grow
7. Their coats will soon become too small.
8. They will soon peep through the earth.
9. Beans have two seed-leaves.
10. Sometimes we call the seed-leaves cotyledons.

V. THE ARTS.

Music.

1. "See Millions of Bright Raindrops," Jenks and Walker.
2. "Seven Little Fairies Came," *Ib.*
3. "Over the Bare Hills," *Ib.*
4. "The Song of the Bee," *Ib.*
5. "Five Little Chickens," Whiting's Music Book.
6. "Twinkle, Twinkle, Little Star," *Ib.*
7. "The Cow Has a Horn," *Ib.*

Six Nice Ducks.

1.

Six nice ducks that I once knew,
Fat ducks, pretty ducks they were, too,
But the one with the feather curled up on his back,
He ruled the others with his quack, quack, quack.

With his quack, quack, quack;
He ruled the others with his quack, quack, quack.

2.

Across green fields those ducks would go,
Widdle, waddle, widdle waddle, all in a row,
But the one with the feather curled up on his back,
He led the others with his quack, quack, quack, etc.

3.

Here a fat bug, and there a small toad,
They snapped up quickly when on the road,
But the one with the feather curled up on his back,
He ate the biggest with his quack, quack, quack, etc.

4.

Down to the brook they went with a dash,
Into the water with many a splash,
But the one with the feather curled up on his back,
He swam the fastest with his quack, quack, quack, etc.

5.

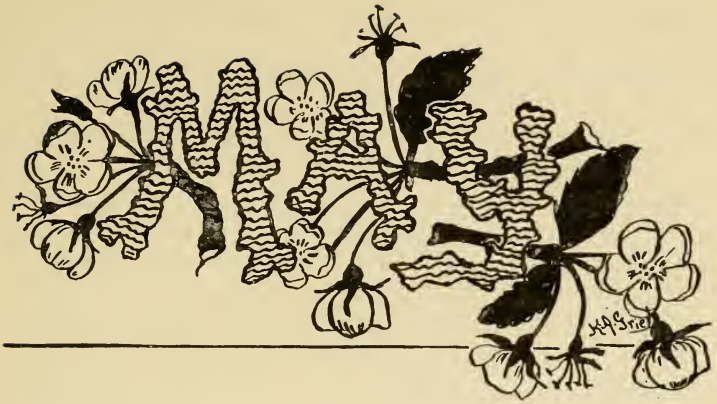
If I'd tell you all these ducks did,
The nice time they had in the meadow hid,
But the one with the feather curled up on his back,
He told the story with his quack, quack, quack, etc.

DRAWING.

1. The Ugly Duckling. Story illustrated.
2. Drawing lessons. The dry seeds. The little plantlet. Finish in water colors.
3. Sewing lessons. Leaves, flowers. The chicken. The duck.
4. Illustrate the poem, "Only a Little Seed."
5. Illustrate the Moon Stories.
6. Model eggs in clay. Color some for Easter.
7. Draw a star. Cut stars. Fold stars.

WRITING.

1. Write words from dictation.
2. Write sentences from words.
3. Write short stories from given subjects.
4. Complete capital and small forms.



I. NATURE STUDY.

THE CHILD AS AN OBSERVER.

Children are naturally keen observers. The pleasure and value derived from being allowed to report his observations is too often denied the wide-awake child. He sees that the days are becoming longer and warmer; apple buds have changed to apple blossoms; April flowers are disappearing and more brilliant ones, but not more beautiful, are taking their places. New birds are daily arriving. Of all these things the children wish to be reporters. Should the child be reproved who comes to school a few minutes late and reports, "I saw an oriole building its nest, or a robin feeding its young?" Last year a boy from the second grade was absent all day. He returned the next day with at least a dozen different kinds of nests which had been abandoned. He had studied in nature's school all day. The nests were arranged and studied, not only in his own room but in other departments.

STUDY OF NEST-BUILDING.

The familiar birds are all back again in their accustomed haunts. Let the children name all the different kinds they have seen. Keep a list upon the board for reference. Have them report where certain birds are building, how they are constructing their nests, and the materials used. Who taught the bird how to build its nest? Does it build the same way each successive year? There are no new styles in bird architecture, yet each bird has its own individual way of building. Are our homes all built alike? Show that there is as much difference in the architecture of nests as of houses, as to material, form, skill, and beauty. Name the materials from which our houses are made. The bird's materials are wood, stone, twigs, straw, hair, feathers, moss, seaweed, heather, mud, sand, strings, cotton, etc. Make a list of these materials, keeping it upon the blackboard. Have the children report the materials used by the birds which they are observing. Teach here the poems, "Bird Trades." What do the birds use for tools?

MOVEMENTS AND SOUNDS OF BIRDS.

How do the birds go from place to place? Do they always fly? Watch the robin. Does it travel over the ground as the chicken and duck do? Now look at the crow. Some birds hop. Which ones? Some birds walk. Tell the story of the little boy who asked the bird, "Why some birds walk and some birds hop." Talk about the sounds made by the birds. Some chatter, some scold, and some use plaintive and coaxing tones.

Think about their habits. Which ones are objectionable? Compare with the habits of people.

ROBIN AND BLUEBIRD.

The robin and the bluebird are not only the most familiar, but the favorite birds of the children. They have, therefore, been selected for special study. For preparation make blackboard illustrations of these birds and the kind of nest each one builds. Have before the class the stuffed bird for a study of the parts. Prepare outdoor lessons for a study of the habits and characteristics. When teaching the robin's nest and food, use the poems, "What Robin Told," and "Robin and the Cherries." In the bluebird work use the poem, "The Maiden and the Bluebird."

A longer list of legends, stories, and poems will be given this month because of the abundance of good material from which to select. For additional suggestions see following outline, "Bird Questions" and "Bird History:"

THE ROBIN.

1. Appearance. Distinguishing points.
2. Size. Compare with bluebird, swallow.
3. Color. Compare male bird with female.
4. Habits
   - Industry.
   - Cleanliness.
   - Love.
   - Devotion to young ones.
   - Cheerfulness.
   - Courage.

5. Food
   - Insects.
   - Spiders.
   - Grubs.
   - Worms.
   - Cherries.
   - Berries.
   - Plums.

6. Song
   - What is the song?
   - When does he sing?
   - Do both birds sing?

7. Nest
   - Material.
   - Where built.
   - How constructed.
   - Number of eggs. Color. Size.
   - Time required for hatching.
   - Appearance of baby robins.
   - Care of the young.

8. The Baby Birds.
   1. Size when hatched.
   2. Covered with down.
   3. Appearance of feathers.
   4. Food. Of what does it consist?
   5. Amount of food consumed.
   6. The training of a robin. Give the story of "Tip-Top."
   7. Rapidity of growth.

BIRD QUESTIONS.

In the development lesson ask many questions which will arouse a spirit of investigation. Allow the children, if necessary, to observe and report at another lesson.

For little children these questions must necessarily be very simple and short. The following list will illustrate: When did the robins return? Where had they been? In what kind of trees do robins build? In which part of the tree? With what do they build their nests? What are robins' tools? How is the nest lined? What color is the robin's eggs? Which bird sits on the eggs? What does the father bird do? What is the food of the baby birds? Do they eat much? Do they grow rapidly? How do they learn to fly? Time for hatching? How many broods a season?

Prepare an outline for the teaching of the bluebird similar to the robin outline. Prepare a list of questions adapted to the outline.

SOME FACTS ABOUT BIRDS.

Birds of prey do not have the gift of song.

Wild birds do not sing more than ten weeks in the year.

The woodpecker's call is not musical. It is like a harsh cry.

The catbird mews. It sometimes imitates the sounds of other birds.

The meadowlark is a great whistler.

The robin is the cheerful singer.

The woodthrush is said to be the most beautiful, the finest in song, and the noblest in character of the winged order in America.

The smallest egg is that of the Mexican hummingbird. It is scarcely larger than a pin's head.

The largest egg is that of the ostrich. It weighs

three pounds, and is considered equal in amount to twenty-four hens' eggs.

Robins come early in the spring. At first they appear one at a time.

The robin is the last bird to go to bed at night. Its eyes are large and it can well see by a dim light. It is also an early riser.

The bluebirds come north about the last of February or the first of March.

The bluebirds are the first birds to mate. They mate about the first of April.

The meadowlark builds its nest upon the ground.

The rook is the only bird that repairs its nest in the autumn. The same birds use the same nests year after year. Just before migrating they put their nests in order for the winter.

The barn swallows come in May and migrate early in September.

The cliff swallow is known by his square tail.

It is estimated that a swallow flies at least a mile a minute.

The chimney swallow is the largest of the American species.

Swallows are affectionate. Many build together. They use the same nest year after year.

The swallow secures its food while on the wing.

The sand martin usually builds in cliffs and sand stones, boring holes, with its closed beak, two or three feet in depth

It is estimated that one crow will destroy 700,000 insects every year.

The humming-bird's nest is made of ferns, and

mosses, and lichens, glued together. They are the most courageous and combative birds in existence.

It is an established fact that as the number of birds decreases there is a proportional increase of insects, grubs and worms.

Frogs and Toads.

STUDY OF EGGS.

Make a visit to a pond. Find the eggs of the frog and the toad. The eggs of the frog are in a jelly-like mass, while the eggs of the toad are in long strings. Both are deposited in shallow water, upon leaves or other vegetable matter. Study the toad by comparison with the frog, the first difference being noticed in the protection of the eggs.

Secure a mass of frog's eggs, placing them in a glass jar of water. These eggs will change in shape, and with a little care hatch in the jar. Both frog and toad pass through the tadpole stage. Secure tadpoles of different sizes and watch the development.

THE FROG AND THE TOAD.

I. The Eggs.
- Found in masses and strings.
- Size, color, shape, covering.
- Time for hatching.

II. The Tadpole.
- Gills appear.
- Hind legs.
- Front legs.
- Tail shortens and disappears.
- Gills disappear as lungs develop.

III. Frog.
- Observe head, eyes, feet, coat, tongue.
- A land and water animal.
- Full grown at five years.
- Lives to ten or twelve years.
- How the frog changes his dress.
- The food of frogs.
- The music of the frog.
- The use of the frog to man.

IV. Compare outline of the frog.

II. LITERATURE AND HISTORY.

Stories.

"Mr. and Mrs. Robin," Cat Tails.
"The Nest of Many Colors," Child's World.
"Little Yellow Wing," *Ib.*
"The Origin of the Robin," Indian Legend.
"How the Robin got its Red Breast," Legend.
"The Origin of the Woodpecker," Cooke's Myths.
"The Story of Tip-Top."
"The Broken Wing," Indian Myth.
"Mr. Rana's Dinner," Our Shy Neighbors.
"Rain Frogs," *Ib.*
"Fish or Frogs," Cat Tails.
"The Frog's Eggs," All the Year Round. Spring.

Poems.

"The Emperor Bird's Nest."
"Who Stole the Eggs?"
"What the Bluebird Said."
"The Polliwog."
"The Month of May."
"Bird Trades."
"The Maiden and the Bluebird"

The Polliwog.

A tiny little polliwog
And little brothers three,
Lived in the water near a log,
As happy as could be.

A-swimming, swimming, all the day,
A-sleeping all the night;
And trying, though they were so gay,
To do just what was right.

A-growing, growing all the while,
Because they did their best;
But I'm afraid that you will smile
When I tell you the rest.

One morning sitting on the log
They looked in mute surprise;
Four legs had every polliwog,
Where two had met their eyes.

Their mother letting fall a tear
Said, "Oh, my polliwogs,
It can't be you that's sitting there;"
For all of them were frogs.

And with their legs had grown some lungs,
So you just wait and see,
In summer time their little tongues
Will sing, "Ka-chunk," with glee.

Month of May.

Here I am, and how do you do?
I've come afar to visit you.
Little children, glad and free,
Are you ready now for me?
I'm the month of May!

I've a store of treasures rare,
Laid away with greatest care—

Days of sunshine, song, and flowers,
Earth made into fairy bowers!
I'm the month of May!

In my loaded trunk I bring,
Bees to buzz, and birds to sing!
Flowers to fill the balmy air,
Violets are hiding there!—
I'm the month of May

—Youth's Companion.

Bird Trades.

The swallow is a mason,
And underneath the eaves
He builds a nest and plasters it
With mud, and hay, and leaves.

The woodpecker is hard at work;
A carpenter is he;
And you may find him hammering
His house high up a tree.

The bullfinch knows and practises
The basket-maker's trade;
See what a cradle for his young
The little thing has made.

Of all the weavers that I know,
The oriole is the best:
High on the maple-tree he weaves
A cozy little nest.

The goldfinch is a fuller;
A skilful workman he!
Of wool and threads he makes a nest
That you would like to see.

Some little birds are miners;
Some build upon the ground;
And busy little tailors, too,
Among the birds are found.

The cuckoo laughs to see them work;
"Not so," he says, "we do,
My wife and I take others' nests,
And live at ease,—cuckoo!"

The Bluebird's Story.

"My back is blue just like the sky,
So are my wings with which I fly;
My breast is red, not very bright,
And a few of my feathers you'll find are white;
I've been here a month, my mate's come too,
Her dress is a little brighter blue;
We are keeping house—now don't you tell—
In that old apple tree near the well,
And some day soon, I hope there'll be
Five little bluebirds in that tree."

The Maiden and the Bluebird.

"Pretty little bluebird,
Won't you tell me true,
Why you wear a brown vest
With your suit of blue?"

Oh, little maiden, truly,
While flying very low,
I brushed against the brown earth
Long and long ago.

And once, my little maiden,
While flying very high,
My back and wings went brushing
Against the summer sky."

Saucy little bluebird
Singing, off he flew,
With his pretty brown vest
And his suit of blue.

—The Educational Repository.

PLAN OF SCHOOL GARDEN—JUNE.

The Sweet Red Rose.

"Good-morrow, little rose-bush,
Now prithee, tell me true
To be as sweet as a red rose,
What must a body do?"

"To be as sweet as a red rose
A little girl like you
Just grows, and grows, and grows,
And that's what she must do."

—Mary Mapes Dodge.

The Forget-Me-Not.

When to flowers so beautiful
The Father gave a name,
Back came a little blue-eyed one,
All timidly she came;
And standing at the Father's feet,
And gazing in his face,
She said with meek and timid voice,
Yet with a gentle grace,
"Dear Lord, the name thou gavest me,
Alas, I have forgot;"
The Father kindly looked at her,
And said, "Forget me not."

Why Cherries Grow.

"Why do cherries grow?"
Said I, Robin Red,
"Cherries overhead
In the gleam and glow—
Why do cherries grow?"

Paused he perkishly,
While he plucked at one,
Flushing in the sun,
Then he said to me, said he,
"Cherries grow for me."

Reference Books.

"In the Child's World," Poulsson.
"Bird Ways," Olive Thorne Miller.
"A Year with the Birds," Flagg.
"Our Shy Neighbors," Mrs. M. A. B. Kelly.
"All the Year Round," Frances Strong.

My Shadow.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head,
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow,—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see,
I'd think shame to stick to nursie as that shadow sticks to me.

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

—*Child's Garden of Verse.*

III. NUMBER.

A Review of the Year's Work.

Test children's knowledge:

1. Of the combinations, separations, multiplications, and divisions of numbers as far as desirable.

2. Of all the even fractional parts of numbers.
3. Of measurements; 1 inch to 10 inches. 1 foot to 10 feet.
4. Of time; the number of days in a week; weeks in a month; months in a year.
5. Of triangles, rectangles, pentagons, and hexagons of given dimensions.
6. Of lines; horizontal, vertical, oblique.
7. Of areas of rectangles.
8. Of money values.
   To know money pieces at sight.
   To make change accurately.
   To estimate value of things.
   To buy and sell.
9. Outside measurement. Measure and lay off in sq. ft. garden and flower beds.

IV. LANGUAGE.

Review as far as possible the vocabulary of the year.
Give frequent tests of the work of past months.

1. In quick recognition of words.
2. Correct pronunciation of words.
3. In writing words from dictation.
4. In writing words from memory.
5. In the correct use of capital letters.
6. Writing of sentences.
7. Writing of stories.
8. Correct use of marks of punctuation as far as taught.

Selected lessons for reading from "All the Year Round."

1. The robin.
2. How the robin got its red breast.
3. The humming-bird.
4. The woodpecker.
5. The origin of the woodpecker.
6. The frog's eggs.
7. Frogs and toads.

A Lesson on the Bluebird.

[The following is a stenographic report of a lesson on the Bluebird as compared with the Robin. The lesson was given recently by a student teacher in the Model School.]

Teacher's Preparation.—Blackboard illustrations of both the robin and the bluebird. The nests of the birds to be studied. Eggs drawn and colored. Poem written upon the blackboard. Work covered until it is needed.

Picture of the bluebird shown. Children being asked what they would like to sing, reply, "I know the song that the bluebird is singing." (This song had been previously taught in anticipation of the work on the bluebird.) Why do we wish to sing about the bluebird? "Because it is drawn upon the board and we are going to study about it." Yes, that is right. We are going to study the bluebird. I want you all to look at this pretty little fellow for a few moments, and then we will tell each other what we have seen. (After the children have observed closely, let them state their observations.) Now, who is ready? John, "The bird has two blue wings." Katharine, "The bluebird has a black bill." Arthur, "The bluebird has a yellow breast." Is it yellow, Arthur? "No, it looks something like red." The color of

the breast is a reddish brown. Henry, "The bluebird has eight toes." How many on each foot, Josephine? Four is right. Now you have talked about the color of the wings, and the bill, and the breast. Does anyone see another color? Martha, "There are white feathers on the wings and the tail." Good. Come and point out the white feathers. Now let us write the words that we are thinking about upon the board. This will fix the main points. The words bluebird, bill, feet, toes, wings, eyes, tail, head, feathers, blue, black, white, etc., will be given by the different children of the class. Drill upon these words. Fix them by associations. Point to a word in the list. Have some child find the part of the bird described by the word. Have each child select a word and write a story about it. Point to the words. Children make oral statements. Copy the words.

We have another picture (showing picture). Last week you sang Robin, Robin Redbreast, did you not? Let us now look at the two birds and see wherein they are alike, and how they are different. Children will tell of the obvious points; two eyes, two feet, wings, tail, toes, etc. Now let us look at the color of these birds. Lloyd, tell us about the color of the breast. "They are nearly alike in color." Ernest, tell us about the color of the back. "The bluebird's back is blue. The robin's back is brown and black." William, what have you to tell? "The bluebird has some white feathers." Vincent, tell us about the size of these birds. "The robin is larger than the bluebird." Do you think of a bird that is about the size of a bluebird? Alvie, "The sparrow." Then, Alvie, how do you know a bluebird from a sparrow? "The sparrow is not the same color as the bluebird."

Then we know two ways by which we may tell one bird from another. What are the ways, Mary? "Color and size."

Now let us think about the homes of these birds. Wesley, where do we often see the robin? "In our yards; they come near to our houses." Is the robin a tame bird or a wild one, Mary? "A tame bird." Why? "Because he is not afraid of us; he eats the crumbs which we throw to him." William, "He builds his nest near our houses." Henry, "He sings near the window." Yes; now let us sing, "What Robin Told."

Now, what about the bluebird? Edna, "The bluebird does not come so near the house as the robin does." Herman, "We can hear the bluebird singing, but we can't see him." Russell, is the bluebird a tame bird? "No, he is not tame like the robin." Does his song sound like the robin's song? Will you all watch for a bluebird and listen to his song?

Where do the bluebirds build their nests? "In trees." Yes, and in hollow posts and in birdhouses. Do they build as near to our homes as the robins do? "No; they are more afraid of us, and build farther away from our houses." (Showing nests of several birds.) Which is the robin's nest? Which the bluebird's? "The bluebird's nest is not large." "The bluebirds put more hair in their nests." (Here is a discussion of the materials used in the building of each of the nests.) Have you ever seen the eggs of the bluebird? How many does the mother bird lay? Generally five pale-blue eggs. How many eggs does the mother robin lay? Yes, about the

same number as the bluebird. What is the color of the robin's egg? We will call it a bluish green. Which is the larger egg? "The robin's egg is a little larger than the bluebird's." Compare the food of the baby bluebirds with the food of the baby robin. (The robin having been previously studied, the children will readily respond.)

The bluebird tells his own story very prettily. Would you like to hear what he says? Well, here it is written upon the blackboard. We will move the curtain and hear.

Which bird is talking? "The father bird." How can we tell the father bird from the mother bird? What does the story say about her dress? "Her dress is a little brighter blue." Where are they keeping house? He says, "They are keeping house in the old apple-tree near the well." How many little bluebirds does he hope there will be? Yes, five. Was this a very wild bluebird? What can we do to keep the birds near our homes? Ernest, "Give them food." Lloyd, "Build houses for them." William, "Do not frighten them." Edna, "Do not kill them." Would these boys and girls like to have a world without any birds? Can you help to protect them?

[NOTE.—The material in this lesson would probably suffice for a week's time. The new words are to be learned. Language lessons, oral and written, should be part of every recitation. Much seat work will grow out of the development lessons. Words are to be copied from the board, and recalled from memory. The eggs may be modeled in clay and colored with the water colors. The children may cut the egg-form from paper and color. Other seat lessons are easily planned.]

V. THE ARTS.

MUSIC.

1. Complete and review the interval work arranged for the first year.
2. Complete chart exercises to one-sharp.

Songs.

1. "Pretty Little Violets," Jenks and Walker.
2. "See My Little Birdie's Nest," Anna Gordon's Marching Songs.
3. "Two Little Robins in their Nest," Jenks and Walker.
4. "Robin, Robin Redbreast," *Ib.*
5. "All the Birds Have Come Again."
6. "I Know the Song that the Bluebird is Singing," Child Garden, March, 1898.
7. "Tiddlely-Winks and Tiddlely-We," Child Garden, April, 1898.
8. "What Robin Told," American Primary Teacher, March, 1898.
9. "America."
10. "The Happy Hen" (For April), Guy Burleson's Marching Songs.
11. "A Little Woodpecker Am I," Jenks and Walker.

DRAWING.

1. Pictures of birds studied.
2. Drawing and painting of eggs.
3. Clay modeling of the robin's egg.
4. Sewing of birds in colors.
5. Teacher illustrate in successive steps from the egg to the frog.
6. Draw flowers and leaves from the object.
7. Water-color work.

8. Secure pictures of many different kinds of nests.
9. Draw a robin's nest.

WRITING.

See suggestions under Language.

BOOKS

[Among the many books on Nature Work and Literature the following list has been selected for special reference in the first-year work. All these may be had from the publisher of this work.]

"Stories from Flower Land." Mara Pratt. Educational Publishing Co., Boston.

"Stories from Garden and Field." Educational Publishing Co.

"The Child's Book of Nature." Worthington Hooker. American Book Co., New York.

"Special Method in Science." McMurry. Macmillan.

"Nature Study." W. S. Jackman. Henry Holt & Co., New York.

"Lessons on Elementary Science." Salmon and Woodhull. Longmans, Green & Co, New York.

"Glimpses of the Animate World." James Johonnot. D. Appleton & Co., New York.

"Animals and Birds. Their Homes and Their Habits." Uncle Warren. J. B. Lippincott Co., Philadelphia.

"From Seed to Leaf." Jane Newell. Ginn & Co., Boston.

"Plants and Their Children." Dana. American Book Co.

"Wake Robin." John Burroughs. Houghton, Mifflin & Co., Boston.

"Little Brothers of the Air." Olive Thorne Miller. Houghton, Mifflin & Co.

"Children of the Cold." Frederick Schwatka. The Cassell Publishing Co., New York.

"The Story Hour." Kate Douglas Wiggin and Nora Archibald Smith. Houghton, Mifflin & Co.

"Cat Tails and Other Tails." A. Flanagan Co., Chicago.

"Child's Christ Tales." Andrea Hofer Proudfoot. A. Flanagan Co., Chicago.

"Bird Ways." Olive Thorne Miller. Houghton, Mifflin & Co.

"Classic Stories for Little Ones." Mrs. Lida Brown McMurry. Public School Publishing Co., Bloomington, Ill.

"Old Glory." A. E. Maltby. Slippery Rock, Pa.

"Nature Study and Life." Hodge. Ginn & Co.

"Jean Mitchell's School." Public School Publishing Co., Bloomington, Ill.

"Little Black Sambo." Helen Bannerman. Frederick Stokes & Co., New York.

"The Snow Baby." Frederick Stokes & Co., New York.

"The Story of Ab." By Stanley Waterloo.

"Nature Myths and Stories." Flora J. Cooke. A. Flanagan Co., Chicago.

"The Plan Books." A. Flanagan Co.

"In the Child's World." Emilie Poulsson. Milton Bradley Co., Springfield, Mass.

"Nature in Verse." Mary I. Lovejoy. Silver, Burdett & Co., Boston.

"Seven Little Sisters." Jane Andrews. Ginn & Co.

"Stories of the Red Children." Educational Publishing Co.

"Stories of Colonial Children." Mara Pratt. Educational Publishing Co.

"Short Stories of Our Shy Neighbors." Mrs. M. A. B. Kelly. American Book Co.

"A Year with the Birds." Wilson Flagg. Educational Publishing Co.

"Plant Life." Nature Stories for Young Readers. D. C. Heath & Co., Boston.

"All the Year Round." Ginn & Co.

"Stepping Stones to Literature." Sarah Louise Arnold and Charles B. Gilbert. Silver, Burdett & Co.

"Songs and Games for Little Ones." Gertrude Walker and Harriet Jenks. Oliver Ditson Co.

"First Music Reader." Whiting. D. C. Heath & Co., New York.

"Songs for Little Children." Eleanor Smith. Milton Bradley Co., Springfield, Mass.

"Marching Plays for Homes, Kindergartens and Primary Schools." Guy Burleson. Alpha Publishing Co., Boston.
"In Story Land." Elizabeth Harrison. Milton Bradley Co.
"Our Common Birds and How to Know Them." John B. Grant. Charles Scribner's Sons, New York.
"Practical Color Work." Milton Bradley Co.
"Aunt Martha's Corner Cupboard." A. Flanagan Co., Chicago.
"The Story of Lincoln." Public School Publishing Co.
"Little Pilgrims at Plymouth." Pilgrim Press, Boston.
"Customs and Fashions of Old New England." Scribner's Sons.
"Betty Alden." Houghton, Mifflin & Co.
"The Book of Nature Myths." Houghton, Mifflin & Co.

KINDERGARTEN MATERIAL

The following is a list of Kindergarten material used in the first-year work. All these materials can be procured from the A. Flanagan Co., Chicago. Send for catalog, "Bradley's Kindergarten Material and School Aids."

1. Spheres, cubes, cylinders. See catalog for prices and postage.

2. Tablets, any form except F. Price, 60c per hundred.

3. Kindergarten Parquetry. Each envelope contains 1,000 pieces of one form. Ungummed, coated, inch squares. Price, per envelope, 18c. See catalog for prices of gummed half squares, circles, equilateral triangles, etc.

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12 leaves, 8x8, white Bristol, $0.12
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5. Plain Sticks.

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" " 4 " "	.18	.30
" " 3 " "	.15	.25
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See catalog for postage on all goods.

6. Perforated Sewing Cards. One Hundred cards, $1.00. A simple series of designs beginning with the circle. See catalog.

7. Colored Threads. Twelve spools, assorted colors, 60c.

8. Folding and cutting paper. One hundred squares, 4x4, unruled, coated, price, 50c. These squares can be procured in a standard color with tints and shades. For engine colors see catalog.

9. Weaving. Mats 4¾x4¾ inches, slits ⅓ inch wide. Each package of 12 mats and fringes, 10c. This is the most suitable mat for beginning. For other sizes see catalog.

10. Brick of Dry Clay. One brick of 5 pounds, artists' clay. Price, 25c.

11. Wooden Beads. Mrs. Hailman's ½-inch beads (spheres, cubes and cylinders), per gross, 40c.

12. School Scissors. Price per dozen, $1.25.

13. Natural History Sewing Cards.

Plants, No. 2 box, 50 cards, 40c.

Vertebrates, 25 cards, 30c.

14. Colored pencils, assorted in box, 10c.

15. Wax Crayons. Eight crayons in a box. Price, per box, 10c.

16. Water Colors. Boxes of paints and brushes may be procured from the same company. Send for special Water-Color circular.

17. Large peg boards and pegs.

18. Weaving frames.

19. Raffia.

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Stories About Birds
The Story of a Bee-Hive

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The Little Fir Tree and Other Stories
Longfellow and Hiawatha
Old Time Stories
Our Little Sisters and Hiawatha
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